DOCUMENT RESUME

ED 410 953 IR 056 385

TITLE	Book a Trip to the Stars: 1997 Joint Arizona-Kentucky Reading Program.
INSTITUTION	Arizona State Dept. of Library and Archives, Phoenix.; Kentucky State Dept. for Libraries and Archives, Frankfort.
PUB DATE	1996-00-00
NOTE	375p.; Funded by the Library Services and Construction Act. For the 1996 Arizona Reading Program, see ED 396 234.
PUB TYPE	Guides - Non-Classroom (055) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Creative Activities; Elementary Secondary Education; Enrichment Activities; *Library Extension; Library Services; *Olympic Games; Parent Participation; Preschool Children; Preschool Education; Program Descriptions; Questionnaires; *Reading Games; *Reading Programs; *Summer Programs; Thematic Approach
IDENTIFIERS	*Arizona; *Kentucky

ABSTRACT

Intended to encourage children of all ages to read over the summer, this manual presents library-based programs, crafts, displays, and events with an Olympic theme. Based on responses to earlier Arizona Reading Programs, this manual includes more preschool materials, age-range suggestions on crafts and programs, and more glossy clip art than earlier manuals. The chapters of the manual are: Introductory Materials; Goals, Objectives and Evaluation; Getting Started; Common Program Structures; Planning Timeline; Publicity and Promotion; Awards and Incentives; Parents/Family Involvement; Programs for Preschoolers; Programs for School Age Children; Programs for Young Adults; Special Needs; and Resources. A master copy of a reading log and evaluation instruments are included. Several chapters, as indicated in this manual, will not be reprinted annually in the future and should be kept for reference and program planning. (AEF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 410 953

BOOK A TRIP TO THE STARS
ARIZONA-KENTUCKY READING PROGRAM

1997 Joint Arizona, Kentucky Reading Program Project

IR056385

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary Johnson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

State of Arizona
DEPARTMENT OF LIBRARY, ARCHIVES AND PUBLIC RECORDS
Office of the Director

STATE CAPITOL
1700 W. Washington
Phoenix, Arizona 85007
Phone: (602) 542-4035
FAX: (602) 542-4972

MARY JOHNSON
Acting Director

Dear Colleague:

This year, Arizona and Kentucky are embarking on a joint venture with their summer reading programs. We are drawing on the talents of both states for the artistry, the manual, and combined purchasing power for the promotional items. This has been an exciting venture in library cooperation!

This year's theme for the reading program is, *Book a Trip to the Stars.* The Kentucky artist has captured the essence of space travel and reading in her drawings, and the crafts, bibliographies and space ideas in the manual are a combination of the time and talents of the Arizona Children Services librarians.

I hope that the materials presented in the manual and the posters, promotional items and clip art will enhance and embellish your summer reading program as we explore the avenues of space and astronomy! We at the Arizona Department of Library, Archives and Public Records wish you a wonderful reading summer!

Sincerely

Mary Johnson

Mary Johnson
Acting Director

Paul E. Patton, Governor
Roy P. Peterson, Secretary -
Education, Arts & Humanities Cabinet
James A. Nelson, State Librarian
and Commissioner

Kentucky Department for Libraries & Archives
An agency of the Education, Arts & Humanities Cabinet

Dear Colleague:

One might ask, "Why are the states of Arizona and Kentucky doing a summer reading program together?" My answer would be that it is because we have the talent to share, the creative idea of doing this, and a sincere belief that reading is basic to everything we do and are as a people, and it starts with reading with our children.

In many ways, our states are very similar, very close to 3.7 million population for both. Arizona has its Phoenix and Tucson, Kentucky has Louisville and Lexington, but there is a lot of rural between and around these great cities. What we also have in common this summer is an abiding interest in astronomy...and booking "a trip to the stars".

So, as Kentucky children launch their trips to the stars, they will look to meet fellow space travelers from Arizona. Just as the American and Russian space travelers share this other worldly experience, so will our children, but through the creative efforts of all of you, not in the confines of a space ship. As we look to the stars during this summer program, we will join in our shared mission to excite another generation about the liberating skill of reading.

Good luck,

Jim Nelson
State Librarian

Serving Kentucky's Need to Know
300 Coffee Tree Road P.O. Box 537 Frankfort, Kentucky 40602-0537 (502) 564-8300 Fax (502) 564-5773
An Equal Opportunity Employer M/F/D

Printed on recycled paper

TABLE OF CONTENTS

Page

INTRODUCTORY MATERIALS v
  Introduction v
  Acknowledgments vii
  Arizona Reading Program History ix

GOALS, OBJECTIVES AND EVALUATION 1
  Goals 1
  Objectives 1
  Setting Priorities 1
  Examples 2-3
  Evaluation 4
  Suggested Areas of Evaluation 4-5
  Quantitative and Qualitative Evaluations 5
  Evaluating Your Program: a Bibliography 6
  Reproducible Reading Program Surveys 7
  Summer Reading Program Survey 9-10
  Cuestionario del Programa de lectura de verano 11-12
  Preschool Story Hour Survey 13
  Cuestionario de la Hora de Cuentos para los Niños Preescolares 14

GETTING STARTED 15
  Facilities 15
  Staff 15
  Participants 16
  Collection 16
  Scheduling 16
  Budget 16
  Miscellaneous 17

COMMON PROGRAM STRUCTURES 19
  Structured Programs 19
  Nonstructured Programs 19-20
  Contracts or Individual Goal Setting 20
  Read-To-Me Programs 20
  A Word (or 2) for Parents 21
  Basic Guidelines for Selecting Reading Material to Read Aloud 22

PLANNING TIMELINE 23
  4-5 Months Prior to Beginning 23
  2-3 Months Prior to Summer 23
  1 Month Prior to Summer 24
  2-3 Weeks Prior to Summer 24
  Planning Calendars 25-34

PUBLICITY AND PROMOTION 35
- Preparing Printed Matter 35
- The Importance of an Information Form ..... 35 -36
- Person to Person Contact 36
- Handling the Media 36-38
- Letter to Parents 39
- Kids Sportcard Show 40
- Sample News Releases 41-46

AWARDS AND INCENTIVES 47
- Awarding Certificates 47
- Incentives 47-48
- Games 48
- An Alternative View 48

PARENTS/FAMILY INVOLVEMENT 49
- Parental Program Tips 49-50

PROGRAMS FOR PRESCHOOLERS

- DISPLAY IDEAS 51-53
  - You Can Be A Star 51
  - Take A Trip To The Stars 52-53
- FLANNEL BOARD DISPLAYS 54-61
  - Twinkle, Twinkle Little Star 54-55
  - "Four Little Stars" 56-60
  - Ocean Life Game 61-62
- READ ALOUD STORIES/SONGS 63-67
  - Why The Stars Dance In The Sky 63-64
  - "Glad Rags", "Mirror, Mirror" 65
  - "The Stars Are Shining Bright," "The Robot Song" 66
  - "Dress Up Clothes For Play" 67
- PARTICIPATORY GAMES 68-77
  - "Out Of This World" Finger Plays 68
  - Sammy Sombrero & Bonnie Blue Bonnet 69-72
  - Blast Off 73
  - The Way To Go Home 74-77
  - "I'm Going To Outer Space," Robot Listening Game, Cheese Robots 78
  - Dramatic Play, The Walk Of The Stars Game 79-84
- CRAFTS 85-106
  - Constellations, Star Box 85
  - Rockets, Moonscapes, Make Your Own Alien 86-87
  - Paper Bag Costumes 88
  - Photo Frames 89
  - Make Your Own "Shades" 90
  - Finger Masks 91
  - Clues To Magic Star 92-93
  - Twinkle, Twinkle Little Star 94
  - Telescopes 95
  - Stars Of The Sea-Bubble Pictures 96
  - Stars Of The Sea-Jelly Fish 97
  - Stars Of The Sea-Fish Pictures 98-100

Outer Space Clay 101
Moon Pictures 102
Game-Star Tag 103
Stars Of The Sea 104
Stargazer's Party 105-106
ACTIVITIES 107-122
Connect The Dots 107-108
Drawing Lines 109-122
PRESCHOOLERS BIBLIOGRAPHY 123-128

PROGRAMS FOR SCHOOL AGE CHILDREN

Bulletin Board Ideas & Clip Art 129-138
Spaceship, Interplanetary Ceiling 129
Silhouette Sky 130
Stars/Planet Borders 131
"Biggest Stars" 132
Clip Art 133
READ ALOUD STORIES 134-136
COYOTE HELPS DECORATE THE NIGHT 134
GRANDMOTHER SPIDER STEALS THE SUN 135
THE DOME OF NIGHT 136
CRAFTS 137-149
Build Your Own Satellite 137-139
Spaceships To Make 140
Humming Flying Disc 141
Jet Plane 142
Paperplate Flying Saucer 143
Create A Planet 144
Make A Sun Cooker 145
Astronaut Refrigerator Magnet 146-147
Star Decorating 148
Star Gazing 149
GAMES 150-153
Star Search Games 150-151
Planet Chase (Relay Race) 152-153
ACTIVITIES 154-200
Reach For The Stars 154
Help Buddy Find His Way To The Moon 155-156
Connect The Dots 157-158
Visual Differences 159-160
Find These Earthlings, Find The Aliens, Spacy Maze, Journey Through Space, Astronauts in Saturn, Find Nine Planets, Name Nine Planets 161-174
Mission To The Moon 175-176
Famous Quote 177-178
Daffy Definitions 179-180
Space Riddle Activity 181
Label The Moonwalker 182-183
Planet Puzzle 184-185
Secret Space Code 186
Eighteen Moons Of Saturn 187-188
Heavenly Names 189-190
Twinkle, Twinkle Little Star 191
Symbols 192
Early Space Travel Trivia 193-196

- Unscramble Words ... 197-198
- Time Capsule, Intergalactic Party, Family Night Under The Stars ... 199
- Bookmarks ... 200
- SCHOOL AGE BIBLIOGRAPHIES ... 201-207

PROGRAMS FOR YOUNG ADULTS

- Summer Reading For Young Adults, General Goals And Objectives, Establishing Young Adult Programs ... 209
- Budget ... 210
- Publicity ... 211

- ACTIVITIES ... 212-238
  - Science Fiction Festival, Art Contest ... 212-215
  - Costume Contest ... 216
  - Science Fiction Festival ... 217-218
  - Hidden Words ... 219-220
  - Word Scramble ... 221-222
  - Match The Character/Book ... 223-224
  - Crossword Puzzle ... 225-226
  - SF Authors & Series Puzzle ... 227-228
  - Captain Match-Up & Love Match-Up ... 229-230
  - Star Trek Match-Up ... 231-232
  - Sci-Fi Word Scramble ... 233-234
  - Space From A to Z ... 235-236
  - YOUNG ADULT BIBLIOGRAPHY ... 237-238

- SPECIAL NEEDS ... 239
  - **Special Needs Children And The Arizona Reading Program** ... 239
  - Talking Book/Braille Service Overview ... 240
  - Some Additional Ideas ... 241
  - Parent Guides ... 242
  - Recommended Reading List ... 242-261
  - Reproduction Of Materials Distributed At Serving The DisabledWorkshop ... 261
  - Severe Emotional Disabilities and Behavioral Disorders ... 262-264
  - Suggestions On Serving The Disabled ... 265-266
  - Purpose Of PALS ... 267-268
  - Mainstreaming Special Needs Children In Public Library: Bibliography ... 269
  - Resources In Maricopa County For The Physically Challenged ... 270

- RESOURCES ... 271
  - Blank Forms ... 271-272
  - RESOURCE PEOPLE ... 273
    - Categories For Resource People ... 273
    - Resource People Listed By Category ... 273-275
    - Resource People ... 276-323
    - Resource People Index ... 324-326
  - RESOURCE COMPANIES ... 327-329
  - RESOURCE MATERIALS ... 330
    - Librarians Favorites: The Best Books For Planning Reading Programs ... 331-332

MISCELLANEOUS

- Master Copy Of Reading Log
- 1997 Arizona-Reading Program Evaluation

Let's participate in the summer Olympics! That was the idea of the Arizona Reading Program Committee when considering the theme for our 1996 program.

Having the Olympics in our country, having so much attention from media and sponsors, was too good an opportunity to pass up. We wanted to make our reading program part of the summer excitement.

The committee went to work creating programs, crafts, displays and events for library-style Olympics. The result is magnificent. There are ideas here for all ages of children, for all sizes of libraries, for all budgets. The members of this committee worked very hard on this manual and I thank each of them very much.

In response to suggestions made in the 1994 Arizona Reading Program evaluations, the committee made several changes in this manual. The most common requests from the evaluations were for more preschool materials, for age range suggestions on crafts and programs and for more glossy clip art. These three suggestions have been incorporated into this manual.

You will find all programs, crafts, activity sheets and bibliographies have been grouped in age specific chapters. We have a chapter for preschoolers, a chapter for school age kids and one for young adults. The preschool materials have been greatly expanded, over 100 pages of ideas and worksheets.

The clip art, which will be sent at a later date, will consist of three pages of camera ready glossies. From the clip art you can custom design your program announcements, flyers, bookmarks, etc.

The Arizona Reading Program is funded through the federal Library Services and Construction Act, as amended.

SPECIAL NOTES ABOUT THIS ARIZONA READING PROGRAM

1. The following chapters **will not** be reprinted annually in the future:
   Goals, Objectives and Evaluation
   Getting Started
   Common Program Structures
   Planning Timeline
   Publicity and Promotion
   Awards and Incentives
   Parents and Family Involvement
   Special Needs

If you discard your ARP manuals after each summer, PLEASE keep the chapters listed above for reference and program planning.

2. Posters, and other graphics:
   Are being designed by American Library Association (ALA) with a summer Olympic theme: **EVERY ONE A WINNER**.
   Department of Library, Archives and Public Records (DLAPR) will be purchasing the posters for you through ALA.
   They will be mailed directly to you from ALA , shipping expected in February.

3. Glossy sheets of clip art:
   Will be mailed at a later date, based upon the ALA poster graphics.

4. Free Promotional Items:
   As in the past, the DLAPR will make the following promotional items available free to participating libraries:
   Certificate of Completion (for the reading program)
   Reading Logs
   Posters
   Clip Art
   Plastic bookbags
   and perhaps bookmarks (depending upon budget)

   "Kids in Sports" Trading Cards
   Tucson Public Library is assisting DLAPR in creating and printing a series of trading cards featuring kids in sports. We expect to make a minimum number of these sets available free to each library. Additional sets can be ordered at cost.

5. Awards and Incentives
   DLAPR will coordinate orders for prize items. We anticipate the following items to be available, at cost, if enough libraries order:
   Stickers
   Badges
   Ribbons (Red, white and blue, gold imprint): Reading Team USA
   T-Shirts
   Canvas Bags
   Collector Buttons
   Reading Team Friendship Bracelets

Dear Librarians:

I'm sending a huge THANK YOU to all the members of the Arizona Reading Program committee!!!

Louisa Aikin	Maricopa County Library District
Cherie Jean Brown	Charles C. Royall Memorial Library
Margaret Jesus	Payson Public Library
Deborah Kearns	Cottonwood Public Library
Kami Krenz	Braille and Talking Book Library
Terry Morris	Payson Public Library
Dawn Gardner	Flagstaff City-Coconino County Public Library
Kellie Shoemaker	Mesa Public Library
Trisha Waichulaitis	Mesa Public Library

Their hard work and creative ideas are the meat of this manual. Their willingness to share their ideas and time is what makes this program work. We are deeply indebted to each of you.

The committee members have contributed the games, crafts, decoration ideas, activity sheets, and graphics that you will use in creating your summer programs. They are a wonderful group of people to work with, and I feel privileged to have met each of them. They are creative, enthusiastic, dedicated and always willing to share. They are very inspiring just to be around.

Another mainstay of this project is Gloria Rojel of the LED staff. Her dedication and thorough work is what pulls all the chapters of the manual into a good looking, cohesive unit. She works for months on the typing and revisions each year. We couldn't do without her contributions.

Gloria, and all my committee members, thank you for all your hard work.

Linda C. McCleary
Public Library Development Consultant
Library Extension Division
Arizona Department of Library, Archives and Public Records

Arizona has had successful reading programs for over fifteen years. Many children have enjoyed the following themes which have been used statewide:

1974	"Monster Zoo"
1975	"Arizona Round-Up"
1976	"Our Country"
1977	"Wizard Of Oz"
1978	"Star Ship To Adventure"
1979	"Open The Elfin Doors"
1980	"Ready, Set, Go!"
1981	"Stake Your Claim"
1982	"Lions & Tigers & Books"
1983	"Bone Up On Books Be A Bookasaurus"
1984	"Your Own Adventure"
1985	"Bite Into Books"
1986	"Unlock Your Universe With Books"
1987	"Sakes Alive--We're--75"
1988	"Time Travel--You Are There"
1989	"Books Give Us Wings"
1990	"Have Books Will Travel"
1991	"Read Arizona"
1992	"Rainbow Earth"
1993	"Libraries: The Greatest Show on Earth"
1994	"Get A Clue At The Library"
1995	"Pandamonium At The Library"
1996	Every One A Winner
1997	**"BOOK A TRIP TO THE STARS"**
1998	Readers Of The Roundtable

Goals*

Goals are general statements of mission or purpose. Written goals for the library guide the staff in determining the philosophy of the library and the role of the library in the community. Goals serve as tools for planning the directions of all library activities. Therefore, if the library has no written goals, they should write some. Since children's services are unique and require special consideration, the general library goals should specifically include children's services.

Individual programs have written goals. Consider the library's general goals when writing program goals. Program goals help the programmer to coordinate a specific activity with the library's overall goals and to set priorities for service. Program goals may also justify staff time and budget distribution. Goals for a Reading Program should answer the question, "Why have a Reading Program?"

Objectives*

After determining the goals, develop the objectives. Objectives are specific, measurable statements that show how the goals will be achieved. When forming objectives, you must think ahead to the evaluation. Since the evaluation will try to determine if the objectives have been met, the objectives must be measurable and within the possibility of the library staff. For example, an objective may read, "Children participating in the Reading Program will maintain or improve their reading levels during the summer months." That sounds like a good objective and one that would be worthy to achieve. However, unless you take steps to test each child before and after the Reading Program, it will be impossible to determine if this objective has been met.

The objectives that will be easiest to evaluate and compare from year to year are the ones that require counting and/or calculation. Objectives may include statistics such as program registration, number of children who completed their requirements for the program, circulation of juvenile materials, or numbers registered from each grade and from each school. These numbers compared to the previous year's statistics are saved to compare with the following year's. To determine what percentage of children from each grade in each school participated in the program, use these statistics. Several day's circulation figures can be compared with several similar days from the previous year using care to assure samples are statistically valid. To maintain or improve any or all of these statistics, write objectives.

Setting Priorities

After goals for the overall program have been determined, write objectives for each phase of the program. The Reading Program may be long and complex, so before the planning begins set priorities. This is especially important if the library has limited staff and resources. Take into account the following when setting the priorities for your program: advance planning, publicity, incentives and rewards, follow-up activities, and any other items that you feel are an integral part of your program.

rev. 10/94

---

* Used with permission from the State Library of Pennsylvania from *Evaluating Summer Reading Programs*. © 1987.

Examples

Following are examples of three general goals for a Reading Program, objectives relating to them, and possible strategies to implement the objectives:

GOAL 1.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ DURING THE SUMMER.

OBJECTIVES:

A. Increase Reading Program registration by 5% over last year's.

B. Include book talks and bibliographies in 10 Reading Program activities.

C. Increase circulation of the children's collection during the Reading Program by 10% as compared with the circulation statistics from the previous year.

STRATEGY 1.

Plan several months in advance to design or use a Reading Program with a popular theme. Develop publicity fliers, worksheets, membership cards, and certificates that are attractive and well done.

STRATEGY 2.

Distribute Reading Program materials as widely as possible. Publicize the Reading Program with fliers and posters. Visit schools and organizations to promote the program. Use the local media to publicize the program.

GOAL 2.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ MORE WIDELY BY SUGGESTING A VARIETY OF BOOKS FROM DIFFERENT SUBJECTS.

OBJECTIVES:

A. 50% of Reading Program participants will read nonfiction as well as fiction books.

B. Increase circulation of juvenile literature by 10%.

STRATEGY 1.

Require that the participants read a certain number of specific types of books.

STRATEGY 2.

Create and distribute specific subject area bibliographies: lists of nonfiction and fiction books that relate to this year's theme.

rev. 10/94

STRATEGY 3.

Use a game format such as Book Bingo or Random Choice, library maps or reading guides so that children must read a variety of subject areas to complete the requirements.

GOAL 3.

ENCOURAGE READING ALOUD AT HOME BY DEVELOPING A PRESCHOOL AGE READING PROGRAM COMPARABLE TO THE SCHOOL AGE READING PROGRAM.

OBJECTIVES:

A. 25% of the preschool population will register for the Read-To-Me program.

B. 75% of the preschoolers attending story-time will be enrolled in the Read-To-Me program.

STRATEGY 1.

Plan several months in advance to design a Read-To-Me program. Develop colorful, attractive and well produced fliers, membership cards, and certificates.

STRATEGY 2.

Advertise the Read-To-Me program to the parents of story time participants and preschoolers. Use the media to promote the program. Distribute fliers in the library and in the community.

REMEMBER: *It is important to choose goals appropriate to your library—those that reflect community needs and the overall goals of the library. Any staff involved with children's services, as well as the library director, should participate in their development. If time and money are not available to work toward achieving all goals, pick the most important ones and work toward them.*

rev. 10/94

Evaluation

Evaluation is the final step of any program and the beginning step for the next one. Evaluation helps to refine or develop goals based on reality. The objectives you set for your program will determine the areas to be evaluated.

There are many types of evaluations all of which are useful in different ways. The following list will give you some suggestions for areas to evaluate.

Suggested Areas Of Evaluation

Quantitative Measures

1. CIRCULATION STATISTICS: Tabulate juvenile circulation statistics separately from the adult circulation statistics. This will enable you to determine if the Reading Program has increased total juvenile circulation, and it will enable you to compare circulation figures from year to year.

2. CHANGES IN SUBJECT AREAS READ: Differences can often be seen in the type of materials circulating. Changes can be the result of the effectiveness of book talks, bibliographies or games used.

3. TOTAL NUMBER OF READING PARTICIPANTS: This can measure the impact of publicity, school visits and program format.

4. ACTIVE PARTICIPATION IN THE READING PROGRAM: Define active as reading a minimum number of books. This statistic will tell you how appealing your program was and if it kept the children interested.

5. REGISTRATIONS: Use registration figures to determine the number of new users as an indication of the success of your publicity and the effectiveness of your programs.

Qualitative Measures

6. FOCUS GROUPS: Bring together a group of 8 to 12 people representing your target group. With 3 to 5 prepared questions, open a discussion which will generate the information you desire.**

7. PEER EVALUATION: Involve colleagues, community members, and/or other interested individuals in formal or informal evaluations of your program. This can be done through:

   UNOBTRUSIVE OBSERVATION. (assigning individual(s) to unobtrusively observe the program, clientele reactions etc., during the actual presentation. The emphasis here

rev. 10/94

** Adapted from *Evaluating Library Programs and Services: Tell It!* Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI: School of Library and Information Studies, University of Wisconsin, 1993.

is on observing the quality of the reactions, not the quantity (of attendees, numbers served, etc.).

FORMAL QUESTIONNAIRES, PANEL DISCUSSIONS, OR FORMAL REPORT WRITING, are other methods of peer evaluation.**

8. FAST RESPONSE SURVEYS: Are used to gather baseline data on a new program or service, and to make informed, quick decisions used to adjust programs, when existing data is unavailable. Fast response surveys are given to a small sample group and contain few questions. Generally these surveys are done in questionnaire format, but focus groups are another alternative.**

9. ATTITUDINAL MEASUREMENT: Used to determine feeling states of mind regarding your program, and especially valuable when you are collecting and comparing users and non-users. Attitudinal measurement assesses levels of satisfaction, predisposition towards certain actions or reactions, and assists in predicting future behavior. All of these can be valuable in improving your programs.**

Quantitative and Qualitative Evaluation

When evaluating a program or service, collecting some type of statistics is considered mandatory. Statistics are your **QUANTITATIVE EVALUATION.** For instance, you may collect statistics showing changes in circulation during your reading program, or members of youngsters in attendance at the program. In the list above: "Suggested Areas of Evaluation", items 1-5 are examples of quantitative measures.

Combined with quantitative evaluations, most libraries are also using **QUALITATIVE EVALUATIONS.** Examples of qualitative evaluations include fast response surveys, focus groups, peer evaluations and observations. (Items 6 through 9 on the "Suggested Areas of Evaluation" list.)

Qualitative measures are a valuable complement to the statistical measures collected, especially when presented to people outside your library staff such as county or city leaders, funding agencies, or library trustees. Statistics can be dry and relatively meaningless to these individuals because they don't have the basis to compare these numbers over time. However, statistics combined with quotations and examples gleaned from surveys or focus groups, have been found to a very effective to demonstrate the value of library programs.

We hope you begin to use some of the qualitative evaluation measures and follow up by presenting them in your program reports to your library director, board members, funding agencies, and to the State Library in your Arizona Reading Program Evaluation this year.

rev 10/94

** Adapted from *Evaluating Library Programs and Services: Tell It!* Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI: School of Library and Information Studies, University of Wisconsin, 1993.

Evaluating Your Program: A Bibliography

Baker, Sharon, L. and Wilfrid F. Lancaster. *The Measurement and Evaluation of Library Services,* 2nd ed. Arlington, VA: Information Resources Press, 1991.

Bookstein, Abraham. "Questionnaire Research in a Library Setting." *Journal of Academic Librarianship.* 11 (March 1985): 24-28.

Evaluating Library Programs and Services: TELL IT! Training Manual, ed. Douglas Zweizig. Madison, WI, School of Library and Information Studies, University of Wisconsin, 1993.

Greenbaum, Thomas L. *The Practical Handbook and Guide to Focus Group Research.* Lexington, MA: D.C. Heath, 1988.

Henerson, Marlene E., Lynn L. Morris, and Carol J. Fitz-Gibbon. *How to Measure Attitudes.* Newbury, Park, CA: Sage, 1987.

Hutton, Bruce, and Suzanne Walters. "Focus Groups: Linkages to the Community." *Public Libraries* 27 (Fall 1988): 149-52.

Powell, Ronald R. *Basic Research Methods for Librarians,* 2nd ed. Norwood, NJ: Ablex, 1991.

Robbins, Jane and Douglas Zweizig. *Are We There Yet?: Evaluating Library Collections, Reference Service, Programs and Personnel.* Madison, WI; School of Library and Information Studies, University of Wisconsin, 1988.

Robbins, Jane, et al. *Evaluation Strategies and Techniques for Public Library Children's Services: a Sourcebook.* Madison, WI; School of Library and Information Studies, University of Wisconsin, 1990.

Sandler, Mark. "Qualitative Research Methods in Library Decision-Making." In *Qualitative Research in Information Management,* eds. Jack D. Glazier and Ronald R. Powell. Englewood, CO: Libraries Unlimited, 1992.

A Stakeholder Evaluation Handbook: A Focus on Evaluation. (Prepared and revised by Sharon Granger, Donald Leaf, and Charles Wolfe and edited by Jeff Johnson of the Library of Michigan.) Lansing, MI: Library of Michigan, [1993].

Swisher, Robert and Charles McClure. *Research for Decision Making. Methods for Librarians.* Chicago: American Library Association, 1984.

Walter, Virginia A. *Output Measures for Public Library Service to Children.* Chicago, ALA, 1987.

rev. 10/94

REPRODUCIBLE READING PROGRAM SURVEYS

Source:

Output Measures for Public Library Service to Children by:
Virginia A. Walter
Chicago, ALA, 1992

Summer Reading Program Survey*

Please take a few minutes and answer these questions. Your answers will help us improve the Summer Reading Program next year!

1. How old are you? __________

2. Are you a boy or a girl? Circle the right answer. BOY GIRL

3. Make a check mark in front of any of these activities that you took part in this summer.

   ______ Summer school

   ______ Family vacation

   ______ Swimming lessons

   ______ Other lessons

   ______ Camp

4. How did you hear about the Summer Reading Program? Please check the right answer. You can check more than one answer.

   ______ My mother or father told me about it.

   ______ My teacher told me about it.

   ______ The librarian told my class about it.

   ______ I heard about it at the library.

   ______ Some other way.

   ______ I don't remember.

More questions on the next page...

---

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children.* Chicago, ALA, 1992.

Summer Reading Program Survey* (continued)

5. Make a check mark in front of the library activities that you took part in this summer. Draw a happy face after the activities that you especially enjoyed.

_______Reading books

_______ Story hours

_______ Awards ceremony

_______ Magic show

_______ Film programs

6. What did you think of the prizes this summer? Check the right answers. You can check more than one answer.

_______ I didn't get any prizes.

_______ Great!

_______ Okay.

_______ Dumb.

_______ I don't care one way or the other.

7. What did you think of the theme of the Summer Reading Program? Check the right answer.

_______ I didn't pay any attention to the theme.

_______ I liked it.

_______ I didn't like it.

_______ I don't care one way or the other.

8. Tell us anything else you think we should know about the Summer Reading Program. You may write on the back of the page.

Thank you for answering our questions. Please give this form to the librarian today.

---

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children.* Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano*

Por favor toma unos minutos para contestar las siguientes preguntas. Tus respuestas nos ayudarán a mejorar el programa de lectura de verano en el próximo año.

1. ¿Cuántos años tienes? _____

2. ¿Eres un niño o una niña? Pon un círculo alrededor de la respuesta correcta.

   Niño Niña

3. Pon una marca al costado de las actividades en que participaste este verano.

   ______ Escuela de verano.

   ______ Vacaciones de familia.

   ______ Clases de natación.

   ______ Otro tipo de clases.

   ______ Campamento.

4. ¿Como te enteraste del programa de lectura de varano? Por favor marca la respuesta correcta. Tu puedes marcar más de una respuesta.

   ______ Mi madre o padre me lo dijo.

   ______ Mi maestro(a) me lo dijo.

   ______ El/la bibliotecario(a) se lo dijo a mi clase.

   ______ Me enteré de ello en la biblioteca.

   ______ Amigos me lo dijeron.

   ______ Me enteré de otra manera.

   ______ No me acuerdo.

Más preguntas en la próxima página...

---

[*] Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children.* Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano * (continuar)

5. Marque las actividades de la biblioteca en que participaste. Dibuja una cara sonriente al costado de las actividades que más te gustaron.

______ Leer libros.

______ Horas de cuento.

______ Ceremonia de premios.

______ Programa de magia.

______ Programas de pelicula.

6. ¿Qué te parecieron los premios de este verano? Marca las respuestas correctas. Tu puedes marcar más de una respuesta.

______ No recibí ningún premio.

______ ¡Estupendo!

______ Bueno.

______ Tonto.

______ No me importa.

7. ¿Qué tal te pareció el tema del programa de lectura de este verano? Marca la respuesta correcta.

______ No me fijé del tema.

______ Me gustó.

______ No me gustó.

______ No me importa.

8. Cuéntanos cualquier otra cosa que necesitamos saber acerca del programa de lectura de verano. Puedes escribir al otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor entregue este forma a el/la bibliotecario(a) hoy día.

---

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Preschool Story Hour Survey*

Please take a few minutes to answer these questions. We are interested in knowing how you and the child you bring to the library respond to Preschool Story Hour.

1. How old is the child you bring to Preschool Story Hour? __________

2. Approximately how many times did you attend Preschool Story Hour this year? ______

3. Do you check out books for your child when you come to Preschool Story Hour? Circle the best answer.

   Always Never Sometimes Don't Know

4. Does your child remember and repeat the rhymes and finger plays that he or she hears at preschool story hour? Circle the best answer.

   Always Never Sometimes Don't Know

5. Does the content of the Preschool Story Hour seem appropriate for your child? Circle the best answer.

   Always Never Sometimes Don't Know

6. Do you use the follow-up activity sheet with your child? Circle the best answer.

   Always Never Sometimes Don't Know

7. Would you recommend that a friend bring his or her child to Preschool Story Hour? Circle the best answer.

   Yes No Maybe Don't Know

8. Is there anything else you'd like to tell us about your experience with Preschool Story Hour? Please feel free to use the back of the page.

Thank you for answering our questions. Please leave this form with the librarian today.

---

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children.* Chicago, ALA, 1992.

Cuestionario de la hora de cuentos para niños preescolares*

Por favor tome unos cuantos minutos para contestar estas preguntas. Nosotros estamos interestados en saber como usted y el/la niño(a) que usted trae a la biblioteca reaccionan a la hora de cuentos para niños preescolares.

1. ¿Cuántos años tiene el/la niño(a) que usted trae a la hora de cuentos? _________

2. ¿Aproximadamente cuántos veces han asistido a la hora de cuentos este año? _________

3. ¿Saca libros para su niño(a) cuando vienen a la hora de cuentos? Pon un círculo alrededor de la major respuesta.

   Siempre Nunca A veces No sé

4. ¿Dl/la niño*a° se acuerda y repite las rimas y los juegos de dedos que el o ella escucha en la hora de cuentos.

   Siempre Nunca A veces No sé

5. ¿Es el contenido del la hora de cuentos apropriado para su niño(a)?

   Siempre Nunca A veces No sé

6. ¿Usa las hojas de actividades de proseguimiento con su niño(a)?

   Siempre Nunca A veces No sé

7. ¿Recomendaría a un amigo(a) a que traiga a su niño(a) a la hora de cuentos?

   Siempre Nunca A veces No sé

8. ¿Hay algo que quisiera contarnos acerca de su experiencia con la hora de cuentos? Sientase libre de escribir en el otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor deja este cuestionario con el/la bibliotecario(a) hoy día.

---

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children.* Chicago, ALA, 1992.

Opinions vary among librarians as to the structure and formats of reading programs. Some libraries present a highly structured Reading Program during the summer; some have no formal structure at all; and most fall somewhere between these two extremes.

For instance, one library discovered that having a required reading list and requiring that a minimum number of books be read This turned off the children in their program to the point that only 45% finished the program and received certificates. However, the children still seemed to enjoy the oral reports portion of their program, so the library changed the program to a contract system. Oral reports were given in a group sharing situation or two children shared a book they had recently read, with others in the group.

Another library totally abandoned any type of structured program and provided various activities in which the children could freely participate. A third library was very successful with a formal structured program in which the children were required to read a certain number of books to receive a certificate.

These varied program philosophies appear to result from the reasons why librarians do a Reading Program. To find out which is best for, you must first review your philosophy of programming, and in particular your philosophy on Reading Programs.

When you have reviewed your philosophies, ideas, and experiences, consider the following items that may also affect your program:

Facilities

A. What amount of space is available and for what size group?

B. What size is your group?

C. Will the excessive noise level disturb other patrons using the library or is a separate room available for busy activities?

D. Is there a play area available for outdoor activities? Is a local park available for opening or closing parties?

E. How long will the programs be, and how often will they meet?

F. Will decorations and displays be put up in the area?

Staff

A. How large is the staff?

B. Does regular or volunteer staff, increase or decrease in size during the summer months? Are older youths used as volunteer helpers for your program?

C. How much time does staff, and volunteers have to participate in the program? Is it a key time for staff vacations?

D. Can parents of participants help with activities or perhaps provide refreshments?

rev. 10/95

E. What special talents can staff, parents, and volunteers contribute to the program? (i.e., musical, arts & crafts, and drama)

Participants

A. What is the maximum number of children you can accomodate?

B. Will there be age limitations?

C. Are participants broken up into groups based upon age, reading skills, grade level, or do they participate as one large group?

D. Will a Read-to-Me program for pre-schoolers be offered?

Collection

A. Does the library need to purchase materials from the bibliography provided in the Arizona Reading Program (ARP) manual, collection?

B. Will bibliographies of your local resources be printed for the participants as supplemental handouts to the program?

Scheduling

A. Decide when and how registration for the program will begin in the library.

B. Contact local newspapers, radio stations, and possible television stations to find out what their deadlines are for publicity.

C. What kind of school visit, if any, will there be? (i.e., thematic skit given, book talks, handout flyers or a short narrative on the program?)

D. Alert all other library staff as to the dates of the programs and the special events.

Budget

A. What arts and craft supplies do you have or can you purchase?

B. What craft materials, prizes or incentives can be donated by local merchants?

C. Will participants be asked to provide their own supplies for certain activities?

D. Will it be necessary to purchase promotional materials in addition to those which the state provides free?

E. Is it necessary to ask for additional money for performer's fees, overhead costs -- rental space, or additional publicity (flyer)?

rev. 10/95

F. Is it possible to have a fundraising project to add to the available revenue for the program? Can your Library Friends group help?

Miscellaneous

A. Can field trips be planned and completed?

B. How can you use guest speakers, musicians, artists, and story tellers in your program?

C. What kind of support might you obtain from various merchants and civic groups for the program?

D. Has anyone else developed an activity or idea that had great success that could be used in the program?

Questions like these, along with an understanding of your personal interests and philosophy and the particular needs of your community, will help build the foundation on which the structure of your Reading Program will be based.

rev. 10/95

Structured Programs

Formally structured programs format allow the librarian more control over the participants' reading. However, they require a larger staff and a larger collection of material. Below are some items to consider in setting up a structured program.

1. Set age limits for children participating.

It is desirable to offer something for all age groups. If you only have time for one program, then try to reach an age group not normally served during the rest of the year. For example, if there is a storytime during the winter for pre-schoolers, offer something for school age children during the summer.

2. Determine the number of books/number of minutes children must read to get a certificate.

Try not to set the requirement so high that it will discourage children from reading or encourage "cheating" by way of reading below their level. It is important to remember that the slow reader, the learning disadvantaged and the handicapped child needs to feel that they belong. If you decide you want to require a certain number of books/number of minutes to be read by the participants, keep the number within a reasonable limit. Determine the length of your program and the average reading ability among your patrons. Make special provision for those children who are poor or non-readers to earn a certificate in some other way.

3. Create required reading lists.

Compile a list of books that reflect the theme of the Arizona Reading Program.

4. Avoid competitive programs.

If a library's main thrust is to reward the child who reads the most books, then the interest of the poor reader is lost. It is as great an accomplishment if the slow reader gets through one or two books as it is if the bookworm gets through 50 to 100. Make sure rewards are available to everyone.

5. Encourage oral or written reports.

Oral reports, while very time consuming, give the librarian and the child time to discuss books and gives the librarian an opportunity to determine in which direction to guide the child in future reading. Written reports stimulate the thinking and writing skills of the child.

NOTE: Be careful not to exclude any child because of handicap, reading ability, noncompetitive attitude or even part-time status in the program.

Nonstructured Programs

This format works best for small libraries with limited staff or volunteer resources. It is marvelous for the child who is looking for a **non-classroom** type summer activity.

1. Any child may participate.
2. There is no required reading list or minimum number of reports.

Design displays and special interest lists, but allow children to choose their own books from the library collection.

Any child who has participated by reading at least one book or by participating in one activity may receive a certificate.

3. Children keep their own reading records for personal satisfaction.

4. If the child moves or goes on vacation to another part of the state and the local library there has a summer reading program, the child may continue the program with them.

Contracts or Individual Goal Setting

1. Do not require a minimum or maximum number of books to be read.

2. Children set personal goals of how many books to read.

3. Draw up individual contracts between the children and the librarian delineating the **agreed goal.**

4. Sign contracts before beginning the program or when the children read their **first books**.

5. Do not quiz children on the books they have read.

6. Make no restrictions on the type of literature to be read. Encourage children to read at or above their current reading level.

Read-To-Me Programs

Although Summer Reading Programs have traditionally been directed at children who have learned to read, in recent years many libraries have also offered Read-To-Me programs for preschool children. Offer these in conjunction with the Summer Reading Program using the same or a different theme or at a different time of the year as a separate promotional activity.

A Read-To-Me program involves parents and children reading together. Children get credit for each book read to them. Award a certificate or other small prize upon completion of a certain number of books. The library may issue reading records and/or have a bulletin board or display where children keep track of the number of books read.

The Read-To-Me program can be an excellent activity to implement with groups of preschoolers who attend story hour in the library or whom the librarian visits at a child care center. Center staff could introduce the program to parents and encourage them to join and use the library to complete the program. The library and center could give a joint certificate. This could be a good way to reach those parents who may not read to their children or be regular library users.

On the following pages are two lists of tips for parents. You may wish to photocopy them and provide them to parents when they register their children for the Reading Program.

A Word (or 2) For Parents
How to Read Aloud With Your Child

1. PLAN AHEAD. Choose a time when there will not be interruptions; if possible have a regular time each day.
2. SELECT A QUIET, COMFORTABLE PLACE. Sit so your child can see the pictures easily--on your lap or near you.
3. SELECT SEVERAL BOOKS ahead of time that you think he/she will enjoy; read through them, yourself before sharing them so you can read smoothly.
4. TRY TO READ IN A NATURAL VOICE that's soft, low and interested.
5. BEGIN WITH THE FAMILIAR such as Mother Goose, finger plays, songs, poems, etc.
6. PAUSE AT INTERVALS. This gives your child a chance to react to the story and the illustrations.
7. RESPECT YOUR CHILD'S MOOD Boredom or restlessness perhaps indicate the book or time isn't right. If he/she doesn't want to discuss the pictures, don't step-up the pace. Your child may want to turn several pages to finish more quickly. Let her/him.

DOs

Take advantage of your child's interests, e.g., dinosaurs, trucks, etc.

Keep books around even if he/she shows little interest in them right now.

Ask questions as you read.

Encourage your child to make up his/her own stories to go with the pictures.

As your child reaches school age, begin to include longer stories that can be read one episode or chapter at a time. Graham's **The Wind in the Willows.**

DON'Ts

Use story time to teach reading.

Compare your child to another who loves reading.

Be surprised if your child wants to hear the same book repeatedly. The high interest and repetition will be good for him/her.

Basic Guidelines For Selecting Material To Read Aloud

1. You must like the story. You are more likely to draw an emotional reaction, if you are involved with the story yourself.

2. Books well written have vivid characterization and the pace is fairly fast—more action, and less description.

3. Five to ten minutes may be plenty of time to read to your child, because most pre-schoolers have short attention spans.

4. The real test of a good book is its ability to give pleasure to both parent and child. Listening provides natural opportunities for development of vocabulary and an acquaintance with English syntax.

MOST IMPORTANTLY, you help your child to know good books and poems in a relaxed, warm atmosphere.

The following list of tasks can be used to build a timeline. Remember to keep a monthly calendar with important dates marked. Planning calendars are included at the end of this chapter.

4 -5 Months Prior to Beginning of Summer

1. Review the manual thoroughly. Read over the activity sheets to plan for required materials.
2. Choose dates, structure and procedures of the program.
3. Check State Library Reading Program materials request form to be sure an accurate number of items has been ordered.
4. Create a calendar for tentative scheduling of programs.
5. Look for local talent and volunteers. Staff and patrons may have special talents and interests to share.
6. Order books to enrich the theme and order any media for programs. Check bibliography against holdings. Consider paperbacks to supplement where needed.
7. Send letters to Friends of the Library and community organizations asking for donations.

2-3 Months Prior to Summer

1. Finalize program schedules. Plan alternate programs in case of cancellations.
2. Confirm films, performers and craft dates. You may want to "kid test" crafts.
3. Order material for crafts.
4. Check AV equipment and repair as necessary. Buy extra lamps.
5. Prepare flyers with information about the program. Distribute to children and parents at schools and at the circulation desk.
6. Prepare bulletin board materials.
7. Prepare needed materials for volunteers.
8. Send letters to Friends of the Library and community organizations asking for volunteer helpers.

1 Month Prior to Beginning of Summer

1. Place posters in the community and in the library.

2. Visit newspapers, radio and TV stations to explain your publicity needs and take your first press release. This approach is advisable only in smaller communities.

3. Arrange and make school visits. Do not forget private and church schools in the area. It may be necessary to concentrate on certain grades due to time limitations. Distribute flyers during your visits and ask to have notices put in the school's last newsletter or in flyers sent home with report cards. Remember the parent groups or organizations like Girl Scouts, Boy Scouts and day care groups in your community.

2-3 Weeks Prior to Summer

1. Have staff meetings about the programs planned and pass out schedules.

2. Begin decorating the library.

3. Make packets for registration. Try to include reading records, schedule of events and membership cards.

Remember to write these schedules and events on the calendar. How many weeks will the Reading Program run? What day will you clear school visits with the principal and the librarians of each school? When does school end? What are the other events in town? (For example when does the pool open, camps begin, or little leagues have play-offs?) When will registration for the library reading program begin? End? What are the print deadlines for local school newspapers, community newspapers, church bulletins, community or civic club newsletters? When will you put up posters in the schools, in the community? What days will you have special activities? Will there be a special opening event and closing celebration? What is the staffs' vacation schedule? Will you have an orientation for staff, volunteers and friends group?

When you have developed your timeline and finish as many of the reading programs dates as possible, publicize them in your opening announcements. Be sure everyone knows about the events happening in the library, so other activities won't be scheduled that will compete with the library. It is a good idea to include a list of activities in newspaper publicity throughout the reading program to remind other program planners of your schedule.*

---

*Adapted with permission from the Tennessee State Library and Archives from *Cool Cats/Hot Books Summer Reading Program Manual* ©1989.

FEBRUARY

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22

APRIL

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

MARCH

Sunday *Monday* *Tuesday* *Wednesday* *Thursday* *Friday*

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

MARCH

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22

MAY

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY

APRIL

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

JUNE

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Sunday	Monday		Tuesday	Wednesday	Thursday	Friday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE

MAY

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24

JULY

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY

JUNE

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

AUGUST

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23

Sunday	Monday		Tuesday	Wednesday	Thursday	Friday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST

JULY

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

SEPTEMBER

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23

OCTOBER

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25

SEPTEMBER

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

SEPTEMBER

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

NOVEMBER

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

OCTOBER

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25

DECEMBER

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

NOVEMBER

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22

JANUARY

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Preparing Printed Matter*

Face-to-face public relations and promotion for specific programs are a much easier job when accompanied by something tangible to hand out. Printed matter always helps underscore the message and leave a physical reminder of the program. Publicity pieces for the Arizona Reading Program can be as simple as a bookmark or flier. Reproduction by a quick printer for large quantities or a good copier for smaller needs is inexpensive.

The clip art for the Arizona Reading Program is yours to adapt and use however you like. Reduce it, enlarge it, reposition it, cut it up, color it, whatever.

Use a variety of techniques to prepare professional-looking custom information on printed matter. If you have access to a copier that reduces and enlarges, transform simple typewritten copy into a larger, bolder version, ready to paste-up in a layout.

Art or graphic supply stores, and quite a few stationers, carry a wide variety of "rub-on" lettering. One or two sheets of lettering should be enough to see you through all your printed pieces. It is relatively easy to use the letters. Suggestion: apply the letter to a separate sheet of white paper, then cut the set type out and past it to the layout. Set type line-by-line, cutting out and placing each line of type individually in relation to the other lines of type. This technique prevents tragic and unsightly placement of letters directly on a layout, and lets you play with your arrangement a little before you commit it to glue.

Professional typesetting is not terribly expensive. Take just a few headlines, your library's name, address, the pertinent facts of your program to be set, and then photocopy the additional copies and sizes you need at the library. Nearly any mechanical means of typesetting, including typewriter copy, looks more professional than hand-done lettering. **UNLESS YOU'RE A WHIZ CALLIGRAPHER, RESIST THE TEMPTATION TO HAND-LETTER!**

The Importance of an Information Form

When you solicit monetary support for your program, be it in kind support, museum passes, ice cream coupons or a feature story in the newspaper, include a business-like fact sheet in addition to your printed publicity pieces. The fact sheet should include:

- the purpose of the Reading Program
- who will be involved in the program, and how participants will benefit
- dates, times, and locations
- this year's theme
- special plans for the summer
- what kind of help the library needs
- who to contact at the library for more information

---

* Adapted with permission from the Tennessee State Library and Archives *Cool Cats/Hot Books Summer Reading Program Manual*, ©1989.

- past programs and themes
- statistics from previous years

Having a background sheet that includes details lets potential sponsors, helpers and reporters know that you're serious and organized about your program. It can save much time for you in terms of answering philosophical questions or explaining the reasons for the program.

Person to Person Contact

Nothing makes people more likely to come to the library than a personal invitation. Failing a personal invitation, a judiciously posted flier can work wonders. If you can possibly spare the time to get out in the community, you'll find that your efforts are worth it. Arm yourself with bookmarks and visit the classrooms to talk with kids. If you can't spare the time, use the mail! Write a peppy cover letter and mail bookmarks to the school principal for distribution to the students. Ask to speak to PTA groups and for announcement space in their newsletters. Catch kids and parents where they are: send library staff home with fliers to post at their neighborhood stores. Take a pile of bookmarks to your local bookstore and ask them to give bookmarks out with purchases. Call upon all those organizations who post notices at the library to post notices for you, or to mention your program in their newsletters. Freely mail your information to any adult who seems interested, and of course, use it if you're soliciting goods or money.

Perhaps the best public relations you do at the library itself are promoting the programs to the parents and children who use the library. These are the most likely candidates for your program. Inform your staff of every last detail of the Arizona Reading Program and spend several weeks hitting up everybody who walks through the door with Arizona Reading Program information and encouragement. Post fliers and posters generously around the library—and put your reading sign-up station in a conspicuous spot. Create a splashy display. Post the kids' names as they join. Attract attention and encourage questions.

Handling the Media

The library has many allies in the community, and media people are among them. Don't be shy about asking for coverage. Assume you're on friendly ground and tell your story around!

Newspaper Features

Newspaper stories are wonderful program packers. No other medium allows you so much time and space to tell your story. You can usually get in all your nitty-gritty details and still have time to philosophize about the greater meaning of the Arizona Reading Program. Drop off a packet of information materials (your information form and other pertinent pieces) to the newspaper. With a small community newspaper, call the editor and talk about doing a feature article. Include a news release, written in narrative form, that explains your program briefly.

Double space your news release, and begin typing your copy on the lower half of the page, continuing your narrative on succeeding pages, if necessary. It is best to keep to one page and add a fact sheet. This spacing allows room for editorial comments, notes, and other comments. Make it clear in a cover letter that the materials are adaptable, and that the paper is free to use them in any way they see fit. Many community papers will use your writing verbatim; others will adapt the writing or write their own feature articles. Make it easy for paper people to find you or your contact person for interviews or to answer questions. Many papers are glad for you to come in and talk to them personally; find out on the phone what they prefer. If your paper gives you a feature story on the Reading Program at the beginning of the summer, ask them then about doing a follow-up story at the end of the summer. How programs turn out interests most newspapers.

Whenever possible, include a photograph with your press release. Photos are always more eye-catching than just text, and editors love them because photos of local people (especially kids) sell papers! Send clear black-and-white pictures.

Radio Public Service Announcements

Never underestimate the power of the radio. People listen. All radio stations, to maintain their broadcast licenses, are obligated to run public service announcements (PSAs) regularly, free of charge to community organizations. Most are more than happy to receive PSAs and graciously give good airplay to them. Most stations would prefer to receive a typed PSA that announcers can read off the cuff at various intervals instead of a produced, taped spot that they must plan to use. Ask the station for a taped or live on-air interview about your program. If interviews are featured regularly on your station, you might just want to pursue this. All you need to do to get a PSA on the air is to mail it in. Call the station's switchboard to find out the name of the Public Service Director and mail your announcement to that person. A simple cover letter requesting support for the program assures air-time. A few rules of thumb govern the writing of PSAs:

Always include, at the top of your PSA, the following information:

DATE: (Date you're sending the announcement out)

PUBLIC SERVICE ANNOUNCEMENT RE: (Brief description)

PROGRAM DATE: (Date your program starts)

AIR DATES: (Choose a time period over which you want announcement made)

FOR MORE INFORMATION: (Your contact person's name & telephone)

TIME: (10 sec., 20 sec., 30 sec., etc.)

Double-space your announcement for easy reading. Use ALL CAPS for the same reason. Make sure your announcement and header information (above) all fits on one page. You may want to send in several PSAs of varying lengths, to give the announcers a choice. Send each one on a separate sheet, each with the same header information.

Keep your messages within the 10-, 20-, or 30-second limit. Time it yourself, reading at a normal pace, to make sure. Always include the pertinent information in your announcement: Who, What, When, Where, and How to get more information. There's no time in a 30-second announcement to get to the Why—spend your remaining seconds on a catchy invitation.

Television Announcements

Television stations must provide public service time, too. Many have noon or morning "magazine" shows that include a regular segment of time for community announcements. All you need to do to get your announcements read during these times is call the station to find out who coordinates announcements for the show, and mail your information to that person.

Getting a stand-alone public service announcement on television (one that is run in a string of commercials during regular programming) is a little more complicated. You must call the Public Service Director at the station to arrange this. Taped public service announcements must be shot on 3/4" videotape (home cameras use 1/2" tape), and are difficult for most libraries without studios to produce. You may be able to talk your local station's Public Service Director into filming a spot for you and duplicating it for other stations in the area. Before approaching a station about doing this, you must have a script and scene in mind. It's much easier for them to make a decision if they have some idea what it's going to involve. If a taped PSA is out of the question, most stations will accept a slide and an announcement. They will hold the slide on screen while they run a taped voice-over of your announcement. Wording should be similar to radio spots—nothing longer is appropriate. Your slide can be a "reproduction" of the Reading Program artwork. Make it colorful. When shooting slides for television, remember to leave a very wide border around your actual copy. Not all of slide is picture shows on a television screen. Do not use white as a background color; white shimmers and glares on TV. Slides of library activities might also be appropriate for PSAs: keep your main visual idea restricted to the center area of the slide.

*A MAJOR WORD OF CAUTION ABOUT TELEVISION ANNOUNCEMENTS

Television is an incredibly regional medium. Always bear in mind the impact your announcement will have on other libraries than your own. Your announcements may be seen by viewers over many counties—and everybody's library has a different thing going regarding program specifics such as dates, events, awards, and so forth. Keep your TV PSAs generic enough so they won't cause heartbreak or utter chaos in somebody else's library. Call around to other libraries in your viewing area and get their feelings on the issues before you approach the TV people.

TV News Coverage

Go for it! If you have an event (an **event,** not a summer-long program) that's newsworthy, call the News Director at your station. Be very specific about what a camera might see, how many people are expected to be there, and how many kids participate. Paint a colorful picture and tempt the news people with a good "parting shot" on the nightly news. Tell the News Director you'll drop off some background information at the station, then do it. (Include your information for the Arizona Reading Program, and any other pertinent materials you have on hand.) Add a separate sheet that gives details on the event you're wanting covered: time, place, what's happening when, and what good visuals they might find. News people can never commit to coverage ahead of time (you're up against national news and local house fires) but most are willing to seriously consider library stories, especially when kids are involved.

Letter to Parents

Dear

Each summer the Public Library provides a summer reading program for the children of the community. It is an important program designed to help children in our community maintain their reading skills during the summer recess from school. Studies have shown that unless a special effort is made to prevent it, there is a substantial loss of reading skills during the summer vacation.

Another goal of summer reading is to help the children discover the pleasure of recreational reading. We are constantly looking for ways to entice the non-reader and low level reader to read since the best way to improve a child's reading ability is to get them to read. Our program is designed to be fun as well as educational.

We are asking for your help in providing this important program for the children of . We are asking businesses and individuals to contribute to help pay for the reading incentives the children earn by reading books. Your donation will be used for things such as purchasing tee shirts for children participating, prizes for children who read the most books and other incentives to encourage children to read, read, read!

We have an exciting program planned for this year and we hope that you will want to help make it happen. Please feel free to contact (Librarian) at (Phone Number) if you have any questions or if you would like more information. We would appreciate a response by (date), so that we may plan accordingly.

Thank you for your time and consideration.

Sincerely,

(Name)
(Library)

"KIDS SPORT CARD SHOW"

Finally a card show just for kids. All spaces are reserved for kids.

Adults are welcome to come and buy.

Sponsored by - Your Library Summer Reading Program

Date -

Time -

Place -

Cost -
1. can be time spent reading
2. number of books read
3. or a fee

BUY SELL OR TRADE - The money is yours to keep

All you SPORT CARD FANS come out and support these kids.

Please run this article through (DATE)

Any Help You Can Give Us Will Be Greatly Appreciated.

Thank you!

Sincerely,

(Librarians Name)
Children's Librarian

SAMPLE NEWS RELEASE

From: (Library)
(Street)
(City/State/Zip)

Date: (Current Date)
Contact: (Name)
(Phone)

RE: Reading Program

Release Date:

EVERY ONE A WINNER

At the ________________ Public Library, we are gearing up for summer Olympic events and a sports spectacular. Our theme, **EVERY ONE A WINNER**, covers everything from library Olympic events to crafts and games. If you are between the ages of _____ and _____, join the library Olympics at ____name of library____. You will read great books, play exciting games, see musicians, storytellers and magicians. You will have a simply stupendous time this summer!

Call or come by the public library for more information.

SAMPLE NEWS RELEASE II

From: (Library
(Street)
(City/State/Zip)

Date: (Current Date)
Contact: (Name)
(Phone)

RE: Reading Program

Release Date:

SUMMER READING PROGRAM RETURNS

The Arizona Reading Program is back again this summer at ____name of library____. This year, our theme is **EVERYONE A WINNER!** Kids ages ____________ to _____ are invited to join the library staff in a whole new adventure revolving around Summer Olympic Games! Enjoy a summer filled with crafts, games, puzzles, performers, artists, movies, stories and more! Come by ____name of library____ or call us at ___to sign up for **EVERY ONE A WINNER!**

SAMPLE NEWS RELEASE III

From: (Library
(Street)
(City/State/Zip)

Date: (Current Date)
Contact: (Name)
(Phone)

RE: Reading Program

Release Date:

EVERY ONE A WINNER

EVERY ONE A WINNER , summer Olympics with local twist, is the theme for last year's Reading Program at the __________________________Library. Open to children ages ______ to _____this weekly program encourages and emphasizes the joys of reading, through educational and fun summer activities. Every child will be a winner with reading.

The children may begin to register for the program on ____________________; activities begin _____________________. The ____________________________Library is located at ____ and you may telephone ___________________________________ at _______________________________for additional information about the program.

FOLLOW-UP NEWS RELEASE

From:	(Library) (Street) (City/State/Zip)	Date: Contact:	(Current Date) (Name) (Telephone Number)
RE:	Reading Program	Release Date:	

EVERY ONE A WINNER

More than _____ young people participated in **EVERY ONE A WINNER**, the Arizona Reading Program held at the ___name of library___. The program provided by the Arizona Department of Library, Archives and Public Records and local libraries, was a huge success! Performers who gave presentations at the library were (list names and their specialty).

Librarian, ______________________, reports that children's programming will continue this fall with (indicate plans and dates).[1]

---

[1] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program

SAMPLE PUBLIC SERVICE ANNOUNCEMENT I

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	Time Period for Announcement
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:			

EVERY ONE A WINNER is this year's Arizona Reading Program theme. Because it is an Olympic summer, the library is sponsoring its own Olympic style events. Here are some of the activities that will be taking place at the public library: (list here)

Call the ______(name of library)______ at ______________________ for more information. Brought to you by your local library and the Arizona Department of Library, Archives and Public Records.[2]

---

[2] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT II

From: (Name of Library)
RE: Reading Program
Program Date: (Date Program Starts)
Time:

Date: (Current Date)
Air Dates: (Time Period for Announcement)
Contact: (Name)
(Telephone Number)

Celebrate the Summer Olympics. Make crafts! Play games! Listen to story tellers, magicians! Create and invent! Be a player in our library Olympic events! The ______(name of library)______ is sponsoring **EVERY ONE A WINNER** this summer's Reading Program. If you are between the ages of __________________ and ___________, join the fun at the Arizona Reading Program.

FINAL NEWS RELEASE

From:	(Library) (Street) (City/State/Zip)	Date: Contact:	(Current Date) (Name) (Telephone Number)
RE:	Reading Program	Release Date:	

EVERY ONE A WINNER

EVERY ONE A WINNER was the name of the 1996 Arizona Reading Program held at the name of library ______ And there were lots of local winners! ______ (number of children) discovered the joy of reading and were entertained by Olympic competitions, craftmaking, storytellers, activities, magicians, all at the library. Over a period of ______ weeks, more than (number) (books or minutes) were enthusiastically read by the participants. Children received prizes such as ______ (list some here) ______ as they met reading goals. Local sponsors included ______ (list here, if any) ______. In conjunction with the program, ______ number ______ people attended special events held at the library.

For information about programs at the ______________________ Library this (month) ______, you may telephone ______________________ at ______________________. The library is located at ______________________.

It is very important during your reading program to recognize the progress your participants are making. Do this in one of two ways. The first is through incentives: items you receive from the State library, or items donated by the local merchants or items you purchase yourself. The second way you recognize your readers is to give each participant a certificate.

Awarding Certificates

Award the certificates at the end-of-summer celebration through schools, after school begins, or individually as children complete requirements.

1. Many libraries plan special programs or parties to wind up the Reading Program on a festive note. If the library distributes certificates at a final celebration, make it seem special. Perhaps the library can have a special guest, such as a local official, to help give out certificates. Libraries who have done this reported that they had many unclaimed certificates, and indicated that this process needs a back-up distribution system.

2. If the library plans to distribute certificates in the fall through the schools, contact the schools for approval in the spring. Ask to be able to do this at an assembly if possible.

3. Some libraries give certificates to children as they complete requirements. This has the advantage of solving the problem of unclaimed certificates at the summer's end. However, it may make children feel they have finished the program and thus finished the reading for the summer. If you use this approach, be sure staff tells the children as they award certificates that they hope the children will keep reading and visiting the library. The library can still have an end-of-the-summer party without the certificate distribution.

Incentives

Many libraries like to give children some other small token for completing the program. There are arguments for and against prizes, but library budgets generally ensure they are very modest. Hint: Do not save something for a prize that is better used as a promotional item early in the program.

1. There are many ways in which public libraries can reward children for participating in the library's reading program. Incentives ranging in cost from bookmarks printed by the state library to T-shirts (one of the more expensive prizes) with the program slogan. Free tickets and coupons are also good incentives. For example, one year the Houston Astros, Denny's, and Whataburger supported a summer reading program by providing free tickets to Astros games, coupons for free snacks at Denny's, and free Whataburgers. One library provided top readers with such incentives as coupons for free mini-pizzas (Pizza Hut is usually willing), ice cream sundaes and movie tickets. Larger rewards, such as sun visors and wrap-around sun glasses, while still low cost may be provided by the Friends of the Library.

2. Buttons are extremely popular with the children. One year a library discontinued passing out club buttons to the children enrolled. They found out from the resulting outcry that the buttons were an important part of the whole program. Kids collected the buttons from the first time they enroll and built collections that they valued highly. The following year they brought the buttons back, and reading jumped 10%. Many of the sources listed in the appendix (starting on page Q-11) offer buttons at a minimal price; if you have button-making machines, volunteers could design and make them for your program.

3. Another way to stimulate the interest of children in the Reading Program is to introduce computers. One library borrowed four Apple computers. Kids registered themselves on the computers. They kept track of their own scores as they played the reading game on a Monopoly-like game board. The kids read in specified subject areas for extra points, drew picture book reports, participated in the weekly trivia contest, and attended library programs. One of their librarians did the computer programming and designed the reading games. A big plus was the reduction in paperwork usually involved in keeping track of the participants.

Games

Games are a great way to stimulate interest in reading programs. One of the benefits of a reading game is that it attracts the average and poor readers, as well as the better readers, and everyone has an equal chance. If you are interested in finding out about Enoch Pratt's summer reading game, a report on it appears in the Spring 1986 issue of *Top of the News* magazine.

The important thing to remember is that a positive reinforcement of a love of reading is the main goal. Children's librarians have long held as their foremost objectives those so well formulated by Harriet Long in her book **Rich The Treasure:**

1. "To make a wide collection of books easily and temptingly available."
2. "To give guidance to children in their choice of books and materials."
3. "To share, extend, and cultivate the enjoyment of reading as a voluntary, **individual pursuit**."
4. "To encourage lifelong education through the use of public library resources."
5. "To help children develop their personal abilities and social understanding to the **fullest**."
6. "To serve as a social force in the community together with the child's welfare."

An Alternative View

Opponents of reading programs feel that there is a tendency by parents, teachers or the children to make participation competitive. The child reading the largest number of books is the winner of the game. This emphasizes quantity over quality and discourages some children. Some librarians feel that no awards or prizes should be given, that the only reward should be the pleasure derived by the child. Some libraries award certificates to children who read the required number of books. The schools often cooperate by presenting these certificates at assemblies. This recognizes the child's effort and encourages other children to realize that reading can be a pleasurable experience.

Also, the system of awarding prizes differs from one library to another. Some libraries reward children based on the number of books read, some on the number of pages read, and some even recognize simply the amount of time spent reading. In whatever way your library recognizes the children's participation, give some form of reward.

"...Children who are not told stories and who are not read to will have few reasons for wanting to learn to read."

Gail E. Haley, 1971 Caldecott Medal acceptance speech.

"...While enriching your child's world, don't overlook the fact that looking at books and being read to is one of the best preparations for learning to read oneself."

Toni S. Gould, **Home Guide to Early Reading**.

"...Do you read to the older children who can read for themselves? If you do not, you are depriving them of a pleasure they will remember all of their lives."

Charlotte Leonard, **Tied Together**.

As librarians, we are well aware of the benefits of reading to children. We have heard the testimonials, read the research, made our own observations. We believe strongly in the practice, but we have the opportunity to read to the same children maybe once a week. School teachers can at least read aloud to the same children every day, but we all know that the greatest impact is made by the parents who read in the home. Use the Reading Program as an opportunity to encourage reading as a family activity.

Get parents involved from the beginning of the summer reading program.

Hold a kick-off event for the Arizona Reading Program involving parents and children. If possible, have the parents and children come to the same event, breaking into separate groups after a welcome and explanation of the Arizona Reading Program.

During the parent component:

Invite a local reading specialist to give a brief presentation to the group. Colleges, universities or local school districts are all sources for speakers. The speaker should keep it short and realize that the audience is composed of parents, not educators or other specialists.

Parents not in the habit of reading aloud may be hesitant to make their first choices. Prepare a list of books you think are especially suited to the purpose. Draw attention to the list and, if possible, make enough copies to give away.

Book talk your parents! Draw their attention to books for adults that will help them get started reading aloud or inspire them. **The New Read-Aloud Handbook** by Jim Trelease is excellent. It contains lists of proven read-aloud winners. Describe or quote briefly from one or two titles.

At the end of the parent component, bring groups back together and have someone read a story or chapter to the entire group. Prepare the reader with an enticing selection, but read it, do not perform it. While everyone enjoys a good storyteller, we want to convince parents that reading and listening together is a pleasurable experience within any family's reach.

There is a rationale for stressing brevity in the parent's program. We want parents to find the program interesting and quick-moving, but we do not want to overwhelm them with the idea of reading as a family. If parents think they have to make radical overnight changes in the family's routine, they may not even get started.

Parental Program Tips

Have a guest book for parents to sign that includes addresses so that you can send invitations to future events or other information.

Provide refreshments to foster an informal, social atmosphere.

Create displays of books from reading lists so individuals can easily pick them up at the end of the program.

Allow time at the end for browsing and socializing.

Keep everyone involved during the length of the Arizona Reading Program.

If you use contracts for a reading program, allow books or pages read by parents to count toward fulfillment of the contract. Parents could make a separate contract, if they prefer, but either contract should allow the books read to count for older children as well as Read-To-Me participants.

Was the atmosphere enthusiastic at your kick-off event? If so, try a midsummer parent/child get together. You may want to have someone share a favorite book or excerpt and/or show a short film based on a children's book. Draw attention to any interesting new titles and be prepared to recommend more favorites. Allow families plenty of time to swap experiences and favorite titles as well as to browse.

A biweekly or monthly read-aloud newsletter could be a feature. This can be as simple as a photocopied list of additional titles especially suited for reading aloud or a report of the children's activities in the Arizona Reading Program. Use your mailing list if funds permit or send a sheet home with the children.

Have the last meeting of the Arizona Reading Program at a time when parents can attend and make it a big celebration. You may award certificates at this time. You can award special certificates for reading families or indicate on the child's certificate (with gummed stars or stickers) how many books were read aloud by a parent.

Refer to the section **A Word (or 2) for Parents,** in the chapter on program structures. This section has many useful tips for parental involvement. You may wish to photocopy the tips and hand them out to parents when they register their children for the Reading Program.

YOU CAN BE A STAR!

Preschool - Grade 1

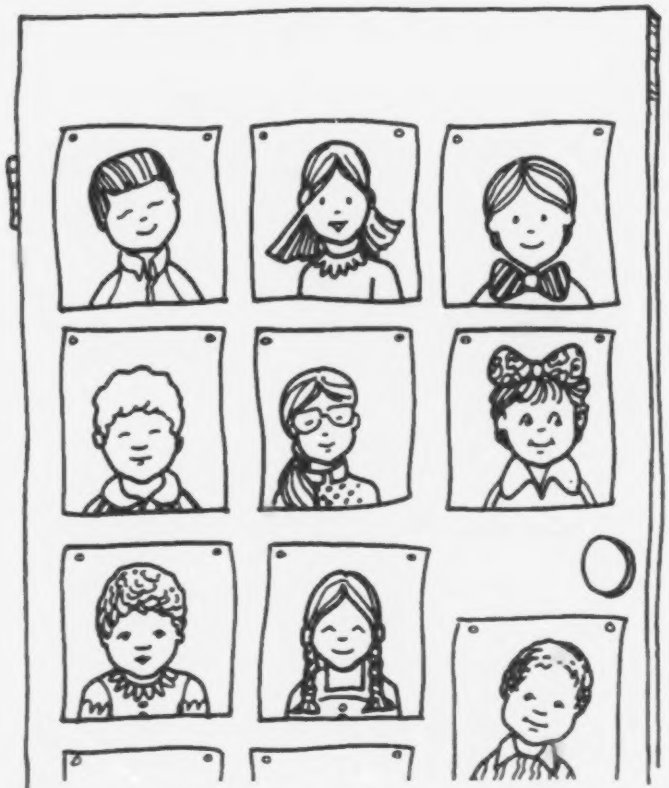
Display Idea

Materials needed:	Drawing paper, cut to desired picture size Crayons or colored pencils Plastic or cutout paper letters for caption Thumbtacks or tape Door or bulletin board

Procedure:

1. Give each child a piece of paper and crayons or colored pencils.
2. Have the children draw pictures of themselves, doing something or in a situation that makes them feel special, or like "a star."
3. Display the completed pictures on a door or bulletin board. Add the caption to the display. (1)

YOU CAN BE A STAR!



---

[1] idea adapted by Louisa Aikin from: Bullock, Doris. *Designed to Delight.* Belmont, CA: David S. Lake, 1986.

TAKE A TRIP TO THE STARS

Display Idea

Make Your Own Solar System

This display is very effective hanging from a ceiling. You can recreate our solar system or create a new one.

Materials needed:
- Styrofoam balls (various sizes)
- Styrofoam rings (12" diameter or large)
- Paints (various colors)
- Brushes
- Brads
- Nylon line
- Heavy - duty plastic tape (optional)
- Toothpicks or wooden skewers
- Scissors
- Construction paper or white paper (optional)
- Crayons or markers (optional)
- Glue (optional)

Procedure:

1. Paint the Styrofoam balls in various colors, adding swirls of colorful gas clouds, land masses and bodies of water, as desired.

2. When the paint dries, stick a brad into the top of each planet or star. Cut lengths of nylon line and tie one end to the brad. You may want to add a brad to the other end of the nylon line, to fix the planet or star to the ceiling. Heavy - duty plastic tape can also be used to attach the line to the ceiling.

3. The Styrofoam rings may also be painted and attached to planets, after the paint dries. Use the toothpicks or wooden skewers to attach the ring to the planet. You may also wish to stick two brads into the ring and attach the nylon line to the ring, for extra security when hanging from the ceiling.

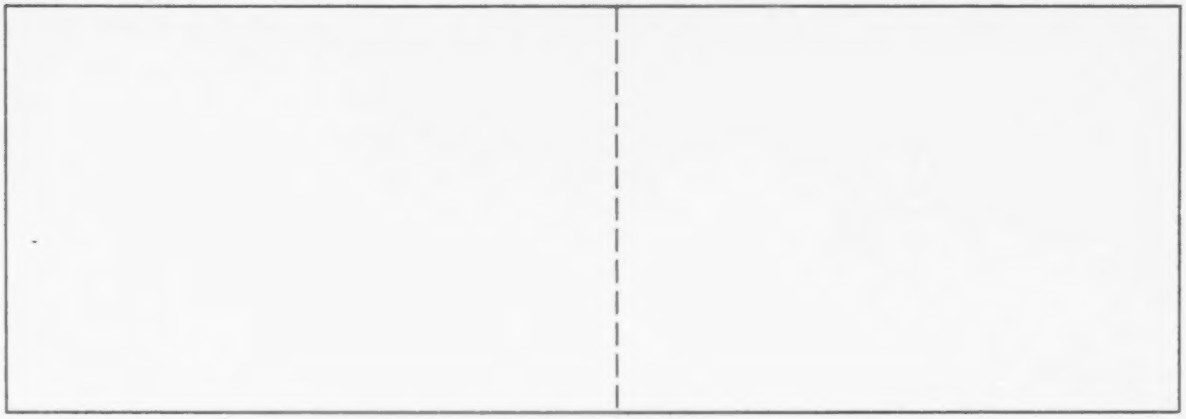
4. The children may wish to "plant a flag" in the planets they visit. Trace the flag shape from any color construction paper and cut it out. Fold the paper in two, then open. Add glue to the inner side of the flag and add a toothpick next to the fold. Make sure at least 1/2 of the toothpick sticks out from the bottom of the flag. Fold the paper over the toothpick and seal the edges.

5. If white paper is used for the flags, let the children decorate their flag with crayons or markers before gluing the toothpick into place.[2]

---

[2] Louisa Aikin, Maricopa County Library District

Flag Pattern



Cut and fold on the dotted line

Twinkle, Twinkle, Little Star

Flannel Board Story

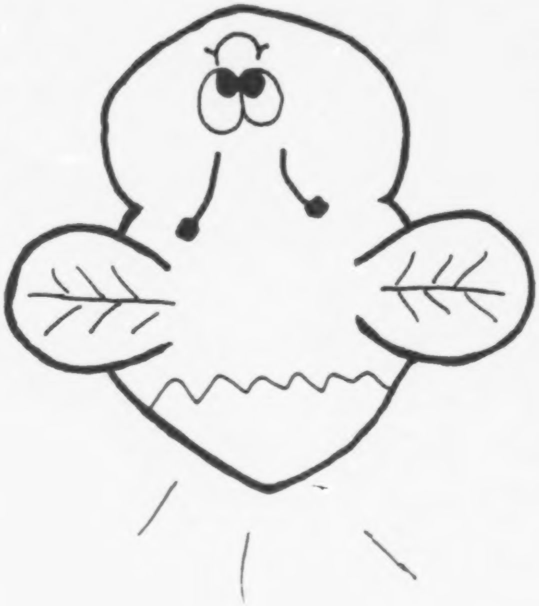
Directions: Make 10 fireflies and one jar from felt or heavy pellon. Outline details with permanent markers or puffy paint and glue glitter to the end of each firefly's tail. As you read the poem, remove one firefly with each verse and place in jar. On last verse remove the fireflies from the jar and replace on the Flannel board.

Ten Flashing Fireflies
Philemon Sturges
North-South Books, 1995
1 -55858-421 -8

What do we see in the summer night?
10 flashing fireflies burning bright!
Catch the one twinkling there
Like a star... 1 flashing firefly in our jar

What do we see in the summer night?
9 flashing fireflies burning bright
Capture another one
Now there are.... 2 flashing fireflies in our jar.

What do we see in the summer night?
8 twinkling fireflies blinking bright
Let's catch another one
Now there are.... 3 twinkling fireflies in our jar.



What do we see in the summer night?
7 bright fireflies! What a sight!
Catch the one by the bush
Now there are.... 4 flickering fireflies in our jar.

What do we see in the summer night?
6 sparkling fireflies blinking bright!
Catch the one flying high
Now there are.... 5 fiery fireflies in our jar.

What do we see in the summer night?
5 fiery fireflies flashing bright!
Get the one way up there
Now there are.... 6 sparkling fireflies in our jar.

What do we see in the summer night?
4 flickering fireflies flashing bright
You've caught another one
Now there are.... 7 bright fireflies in our jar.

What do we see in the starry night?
3 twinkling fireflies glowing light
I've caught another one
Now there are.... 8 twinkling fireflies in our jar.

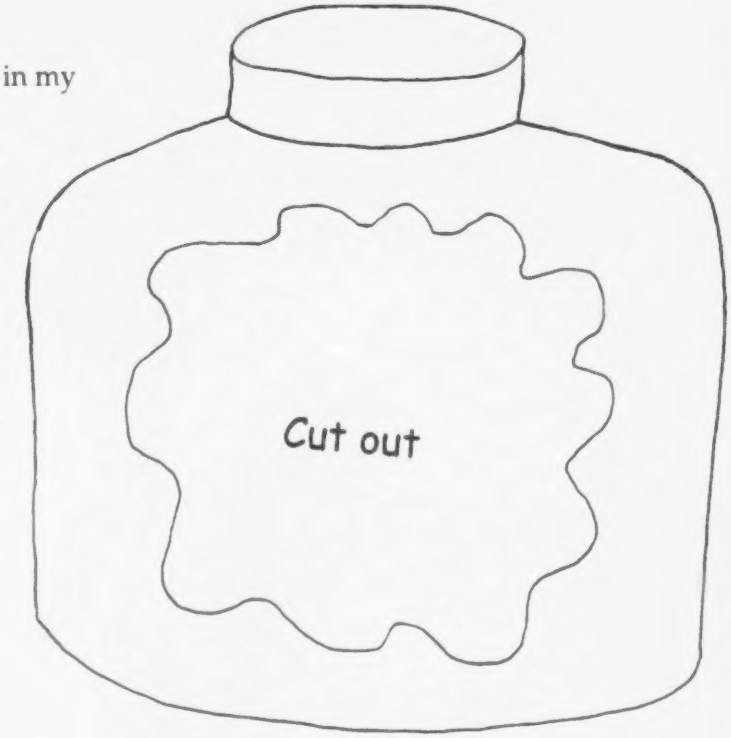
What do we see in the dark blue night?
2 flashing fireflies golden light
We've caught another one
Now there are.... 9 flashing fireflies in our jar.

What do we see in the dark dark night?
1 flashing firefly's lonely light
I'm glad we caught it-
For now there are.... 10 flashing fireflies in my jar.

Let's go to bed by the jar's bright light
Pull up the covers and say "goodnight"
Watch them carefully...Look, they are
Blinking so slowly in our jar

Open the jar, for it's much more fun
Watching them fly away one by one
Fly out the window and flash good-bye
Fly away, fly away, fire fly.
10,9,8,7,6,5,4,3,2, 1
Dash away, flash away
Now there are none.

1. Enlarge jar to about 8" x 8".
2. Cut from construction paper or tag board.
3. Cut out center section.
4. Glue a zip-lock bag to the back of the paper, gluing just the outer edges.
5. As you remove fireflies from the flannel board, place them inside the bag, so that they appear to be inside the jar.



Poem: "Four Little Stars"
by Jean Warren

Materials needed:
- Flannelboard
- Felt: white, yellow, black, gray
- Patterns for shapes
- Scissors

Procedure:

1. Use the patterns as guides for cutting out four star shapes out of white felt, a moon shape and a comet shape out of yellow felt, a big cloud shape out of black felt and a spaceship shape and a satellite shape out of gray felt.

2. Use the shapes on a flannelboard to dramatize the action as you read the poem below.

Four little stars on a cold winter's night.
Twinkled and twinkled ever so bright.

One saw a comet and shot away,
Three little stars now twinkle that way.

Three little stars on a cold winter's night,
Twinkled and twinkled ever so bright.

One saw a spaceship and shot away,
Two little stars now twinkle that way.

Two little stars on a cold winter's night,
Twinkled and twinkled ever so bright.

One saw a satellite and shot away,
One little star now twinkles that way.

One little star on a cold winter's night,
Twinkled and twinkled ever so bright.

It saw the moon and shot away,
No little stars now twinkle that way.

Where, oh, where did the little stars go?
I asked the comet, did it know?

But the comet didn't know where the stars had gone,
So I asked the spaceship when it came along.

But the spaceship said it just didn't know,
Where those four little stars did go.

So I asked the satellite up in the sky,
But it just beeped, as it flew by.

Where, oh, where did those little stars go?
Surely the moon would have to know.

Bright yellow moon, oh, can you say,
Where are the stars that shot away?

The moon just smiled and winked at me.
The stars didn't go, as you'll soon see!

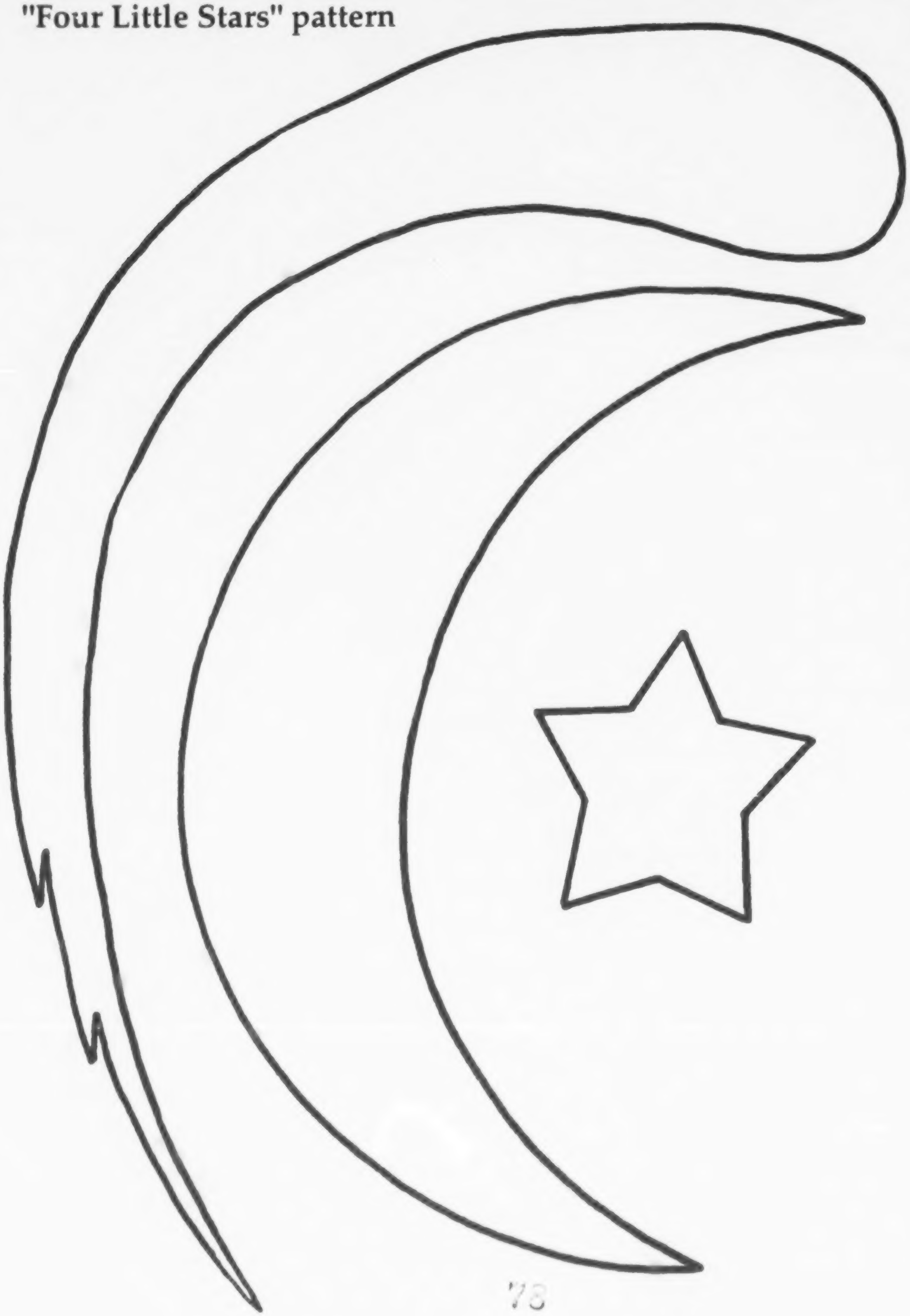
And sure enough, when the wind did blow,
A big black cloud started to go.

Then out popped the stars, gone no more -
One, two, three and four.[3]

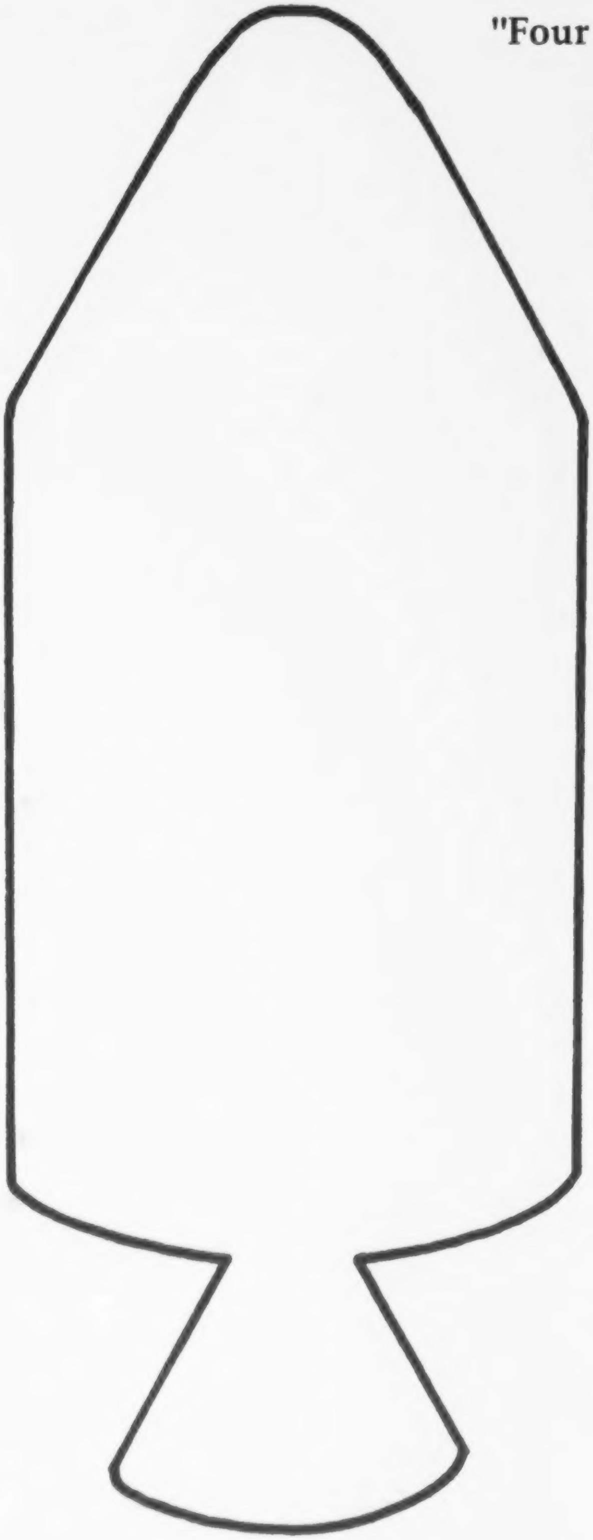
---

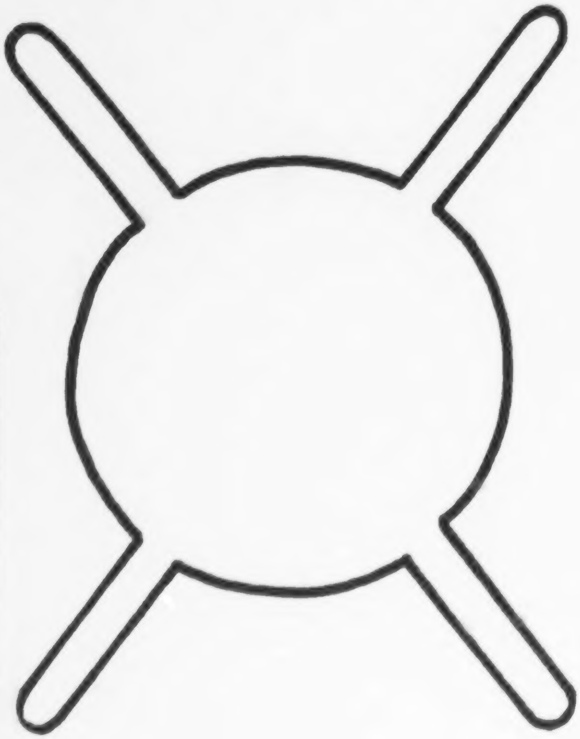
[3] adapted by Louisa Aikin from: Warren, Jean. *ABC Space*. Everett, WA: Warren Publishing House, Inc., 1991.

"Four Little Stars" pattern

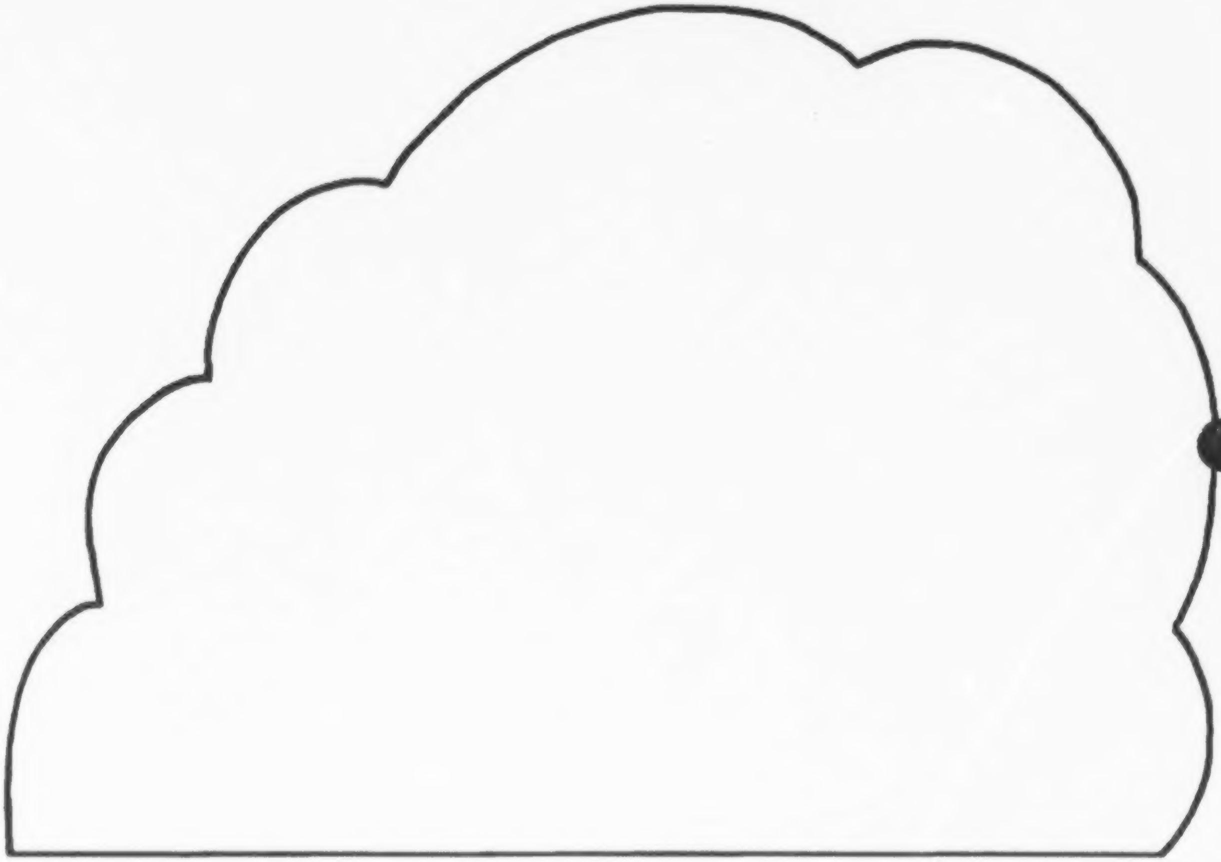


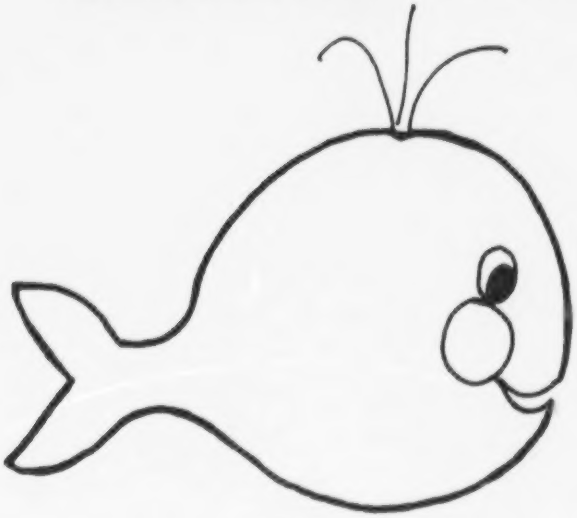
"Four Little Stars" pattern

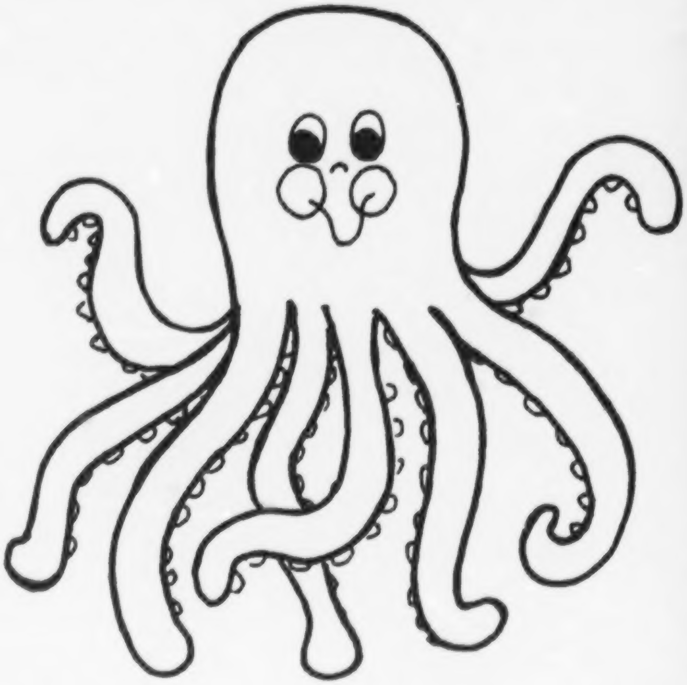




"Four Little Stars" pattern

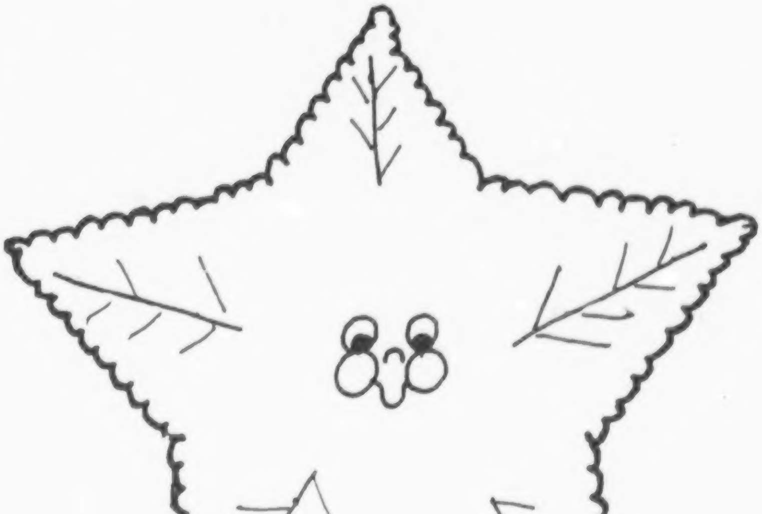


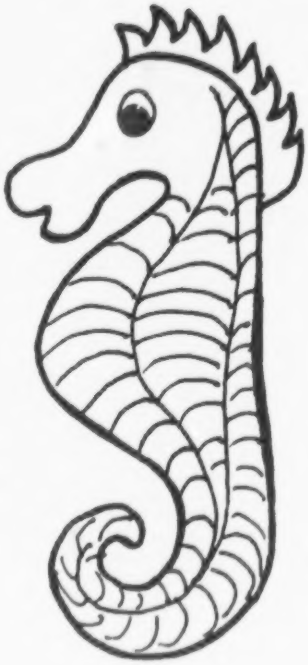




Flannel Board Figures
for Ocean Life Game

Trace on heavy pellon using heavy black permanent marker for outline. Color with crayons and set colors by ironing between several paper towels.





Ocean Life

Cherie Jean Brown

1 2 3
Out in the ocean

1 2 3
Out in the sea

1 2 3
I see a (Sea creature's name)

1 2 4
Looking at me (point to self)
1 2 3
Swim away _______________

1 2 3
Fast as you can...

1 2 3
Look, here comes...

1 2 4
The Fisher-man (point to another person)

This fingerplay has the same rhythm as a jump-rope song—
1=slap legs
2=clap hands
3=snap fingers
4=point

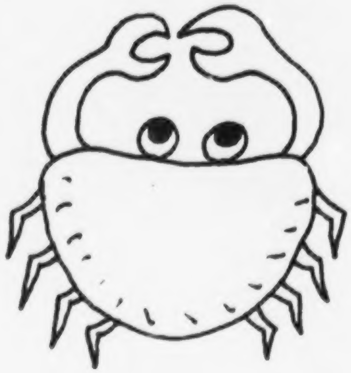
Stars of the Sea

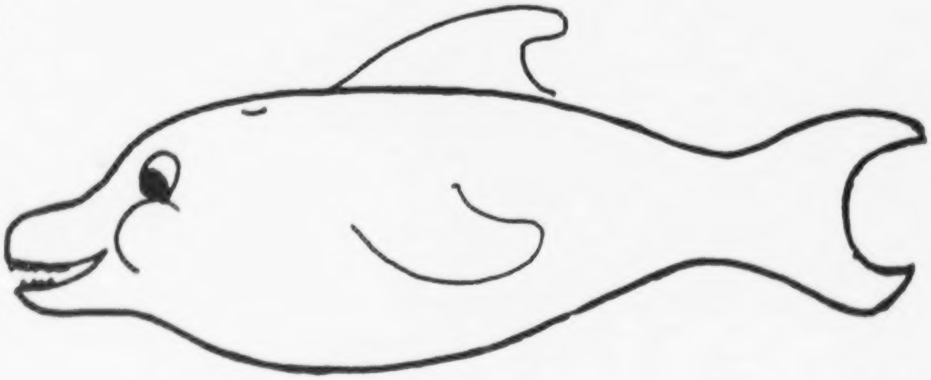
Ocean Life Game

Prepare flannel or magnet board figures in advance. You may wish to enlarge the figures before coloring them.

Have the children sit in a circle "Indian style" and practice the rhythm a few times before adding the words.

I *have done this with groups of 3 and 4 year-olds—some of them find it very easily, others can 't get the rhythm to save themselves! Either way it 's fun to try.*





Why the Stars Dance in the Sky

The ancient Mayans of Mexico told many myths about the origins of people and of the Sun. One legend tells of a man who puts on a cape and begins dancing. He dances to the edge of the world, then dances off the world and up to the sky until he becomes the Sun.

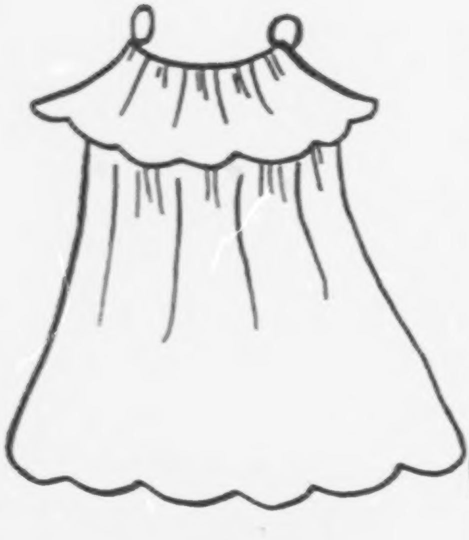
In this tale a girl catches moonlight in her cape and dances as pieces of moonlight become the stars.

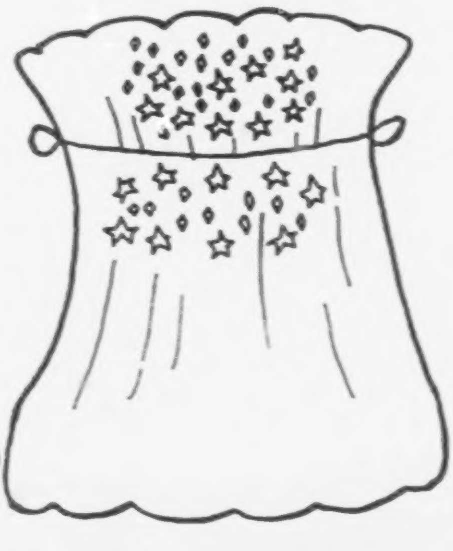
Materials needed:
- Dark cape
- Sequins or spangles
- Glue
- Needle and thread (optional)
- Beads (optional)

Procedure:

1. Find a dark cape to use as a storytelling prop for the story. Glue sequins or spangles to the underside of the cape.

2. You can also use a more elaborate cape, as shown in the illustration. The top part of this Sherlock Holmes type cape is flipped up when the girl becomes the stars. Beads or sequins are sewn to the underside of the top cape.





The story:

Long, long ago when the earth and sky were just beginning to be, there lived a girl. A girl who never danced.

The girl's sisters called to her, "Come, come dance with us in the sun."

But the girl only waited until the great sun fell behind the earth. Then the girl watched the moon dance over her shoulder. In its dance, pieces of the moon fell like jewels down to the earth and danced like dew on the grass. The girl stretched out her cape upon the grass. The moon danced upon the girl's cape. Pieces of the moon fell like jewels on the girl's cape. And then the moon danced away. Over her shoulder. Over the earth. Over and gone again. The girl gathered up the moon's jewels in her cape and put it away.

The next morning the girl's sisters called again to her, "Come, come dance with us in the sun. You dream by the moon too long. Come, come dance in the sun."

But the girl only waited until the sun fell behind the earth. Then the moon danced over her shoulder. Pieces of the moon fell like jewels upon the dew on the grass and danced. The girl stretched out her cape for the moon to dance upon. And then the moon danced away. Over her shoulder. Over the earth. Over and gone again. The girl gathered up the moon's jewels in her cape and put it away.

Once again the next morning the sisters called, "Come, dance with us in the sun. Do not dream by the moon. The moon will not last. Your dreams will not last. Come, dance in the sun."

The girl waited until the sun fell. But, that night the moon did not come.

The girl took out her cape. Around her shoulders she stretched the cape. And then she danced. She danced and she danced until she danced to the edge of the world. She danced off the edge of the world. But she did not fall. She danced and danced up, up into the sky.

The girl stretched out her cape across the sky. From her cape pieces of the moon fell like jewels across the sky. They became the stars.

So on those nights when the moon does not come to earth, the girl stretches out her cape to dance, so part of the moon will always come back to earth and last.[4]

---

[4] Irving, Jan. *Glad Rags: Stories and Activities Featuring Clothing for Children*, Littleton, CO: Libraries Unlimited, Inc., 1987.

POEM: "Glad Rags"

Put your Glad Rags on
And come out tonight
All gussied up
In your fancy tights!
Fine full feathers,
Spangles that shine --
You are dressed up
To the nines![5]

POEM: "Mirror, Mirror"

Materials needed:
Large mirrors (optional)

Recite the poem below and have the children act out the motions as they are described. If desired, have the children stand in front of mirrors while they do the motions.

Mirror, mirror, on the wall,
Watch me jump, watch me fall.
Watch me bend, watch me crawl,
Watch me act just like a doll.

Mirror, mirror, on the wall,
Watch me stand up very tall.
Watch me sit, watch me fall,
Like Humpty Dumpty on the wall.

Mirror, mirror, on the wall,
Watch me grow so very small.
Watch me curl up in a ball,
Now watch me grow big and tall.[6]

---

[5] from Irving, Jan. *Glad Rags: Stories and Activities Featuring Clothes for Children.* Littleton, CO: Libraries Unlimited, 1987.

[6] adapted by Louisa Aikin from Warren, Jean. *Toddler Theme-A-Saurus.* Everett, WA: Warren Publishing House, Inc., 1991.

Song: "The Stars Are Shining Bright"
(sung to: "The Farmer in the Dell")

The stars are shining bright,
See their twinkling light.
When you see the sky at night,
The stars are shining bright. [7]

Song: "The Robot Song"
(sung to "The Wheels on the Bus")

Procedure: Let the children act out the movements as they sing the song.

The arms of the robot swing up and down,
Up and down, up and down.
The arms of the robot swing up and down,
All around the room.

The legs of the robot move back and forth,
Back and forth, back and forth.
The legs of the robot move back and forth,
All around the room.

The head of the robot turns side to side,
Side to side, side to side.
The head of the robot turns side to side,
All around the room.

The buttons of the robot blink on and off,
On and off, on and off.
The buttons of the robot blink on and off,
All around the room.

The voice of the robot says beep, beep, beep,
Beep, beep, beep; beep, beep, beep.
The voice of the robot says beep, beep, beep,
All around the room.[8]

---

[7] Warren, Jean. *Theme - A - Saurus.* Everett, WA: Warren Publishing House, Inc., 1989.
[8] Warren, Jean. *ABC Space.* Everett, WA: Warren Publishing House, Inc., 1991.

SONG: "Dress-Up Clothes for Play"

(sung to the tune of "Mary Had a Little Lamb")

Clothes for every kind of fun,
Party suits, every day!
Funny clothes and holidays,
Clothes worn many ways.

Halloween and fairytales,
Costume plays, special days.
Clothes to help us just pretend,
Dress - up clothes for play.
Yea![9]

ACTIVITY: Listen to the sounds of a trumpet

Note: This activity ties in with *Ben's Trumpet* by Rachel Isadora.

Materials needed:
  Trumpet (or toy trumpet)
  Picture of Louis Armstrong or Dizzy Gillespie
  Recording by Armstrong or Gillespie
  Compact disc or cassette player

Procedure:

1. Show the trumpet to the children. Play it or have someone else do so. Have the children pretend they are playing the trumpet, as Ben did in the book.

2. Show the pictures of Louis Armstrong or Dizzy Gillespie. Tell the children about the musician and play some of his music.

Note: If a trumpet is not available, show a photograph or illustration of one. You and the children can pretend to play the instrument while the trumpet music plays.[10]

---

[9] from Irving, Jan. *Glad Rags: Stories and Activities Featuring Clothes for Children.* Littleton, CO: Libraries Unlimited, 1987.
[10] adapted by Louisa Aikin from: Bullock, Doris. *Designed to Delight.* Belmont, CA: David S. Lake., 1[illegible]6.

"Out of This World" Finger Plays

Twinkle, Twinkle, Little Star...

Twinkle, twinkle, little star...	(Hold hand up higher than head and wiggle fingers.)
How I wonder what you are.	(Use index finger to point to temple.)
Up above the world so high...	(Hold palm flat and "measure" the height from the floor to the child's maximum reach.)
Like a diamond in the sky.	(Point to ring finger of left hand and then point to sky.)

Moon Ride

Would you like to go up to the moon?	(Point at another person and then point to the sky.)
Let's get in our rocket and blast off soon.	(Put on imaginary helmet and climb into rocket by pretending to get into open cockpit.)
Faster and faster we reach to the sky	(Children squat down and "blast off' by standing up quickly with arms extended toward ceiling.)
Isn't it fun to be able to fly	

Reach for the Stars

Bend and stretch, reach for the stars...	(Bend down, touch floor, then straighten and reach toward ceiling.)
Here comes Jupiter, there goes Mars.	(Point to Jupiter and Mars as they fly past on left and right.)
Bend and stretch reach for the sky...	(Repeat first motion.)
Stand on tip - e - toes, oh so high.	(Stand on tip - toes.)

FINGER PUPPET STORY: Sammy Sombrero and Bonnie Blue Bonnet

Materials needed:
- Finger puppet patterns
- Poster or tag board
- Crayons or markers
- Pencil
- Scissors

Children will be fascinated with this unusual kind of puppet. Your index and middle fingers stick through the holes of the figures so your fingers become puppet feet.

Procedure:

1. Prepare two hat finger puppets of Sammy and Bonnie, using the pattern.

2. Cut out and color the finger puppets.

3. With the pencil, draw two light lines on the back of Sammy. You will cut along these lines when Sammy is slashed in the story.

4. Prepare horse puppets, one already wearing Bonnie Blue Bonnet, using the pattern.

The story:

Once there were two hats who lived in a hat shop among many other hats.

(Hold up Sammy on one hand.)

Sammy was a bright red hat with bouncing yellow tassels all around his saucy brim.

(Hold up Bonnie on the other hand.)

Bonnie was a soft blue hat with ruffles and a bow.
At the end of the day when the customers left and the shopkeeper locked the door to go home, Sammy and Bonnie shared many good times.

One night Sammy taught Bonnie the "Mexican Hat Dance" and a little song like this:

(Sung to the tune of the "Mexican Hat Dance")

> Oh, it's time now to join in the singing.
> Fiesta is now just beginning.
> Click your heels, clap your hands both together.
> You dance just as light as a feather.

(Make the finger puppets "dance", then lay down to sleep.)

Sammy Sombrero and Bonnie Blue Bonnet danced 'round and 'round until they rolled over for a long siesta.

Another night Bonnie taught Sammy a Viennese waltz and little song like this:

(Sung to the tune of the "Blue Danube")

I'll show you the waltz, the waltz, the waltz.
It's slow and and it's grand, it's grand, it's grand.
Just count out with me, with me, with me.
It goes 1 - 2 - 3 - 2 - 2 - 3.
You turn all around, around, around.
Bow down to the ground, the ground, the ground.
You're dancing with me - gracefully.
That's the waltz you dance with me!

(Make the finger puppets "dance".)

And again Sammy Sombrero and Bonnie Blue Bonnet danced 'round and 'round all night long.

The next day a woman came into the hat shop and saw Bonnie on the shelf. Her ruffles and bow were a bit droopy from all the dances she had been dancing, but she was still a beautiful hat.

The woman said, "I want that one!" And she pointed straight at Bonnie.

Sadly Sammy watched the shopkeeper put Bonnie in a big box and hand the box to the woman. Would Sammy ever see her again?

(Remove Bonnie from your fingers and lay aside.)

Day after day Sammy just sat. At night he was ever so lonely because he had no one to dance with and no one to sing to him.

One day a tall man came in to the shop and bought Sammy. At last Sammy was going out in the big world. Maybe he would go to a fiesta and have some fun!

But the next thing he knew, Sammy was pulled by his brim. Someone slashed him and stuffed him down on the head of a horse! Sammy almost cried.

(Remove the Sammy puppet from your fingers and cut along the pencil lines with scissors. Pick up the horse puppet and add Sammy to the horse's head.)

"Hello, Sammy! I thought I'd never see you again."

(Hold up horse puppet with Bonnie Blue Bonnet.)

Sammy looked up, and who do you think he saw? Yes! There on the head of another horse was his old friend Bonnie. Sammy was full to his old brim with joy!

"Do you think we could teach our horses to waltz?" asked Bonnie.

"Certainly!" said Sammy. "Now that we're out in the big world together again we might even try the fox trot!"

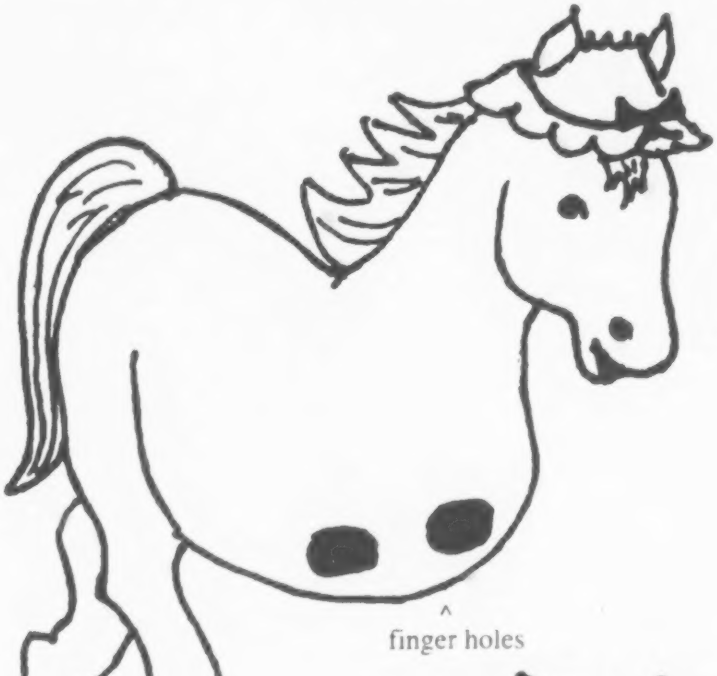
(Hold up both horse puppets and make them "dance".)

Sammy Sombrero and Bonnie Blue Bonnet taught their horses so many fancy steps that they all went on to a circus. There they became big stars. But all the fame never went to their heads. Sammy Sombrero and Bonnie Blue Bonnet were just happy to be dancing together again.[11]

---

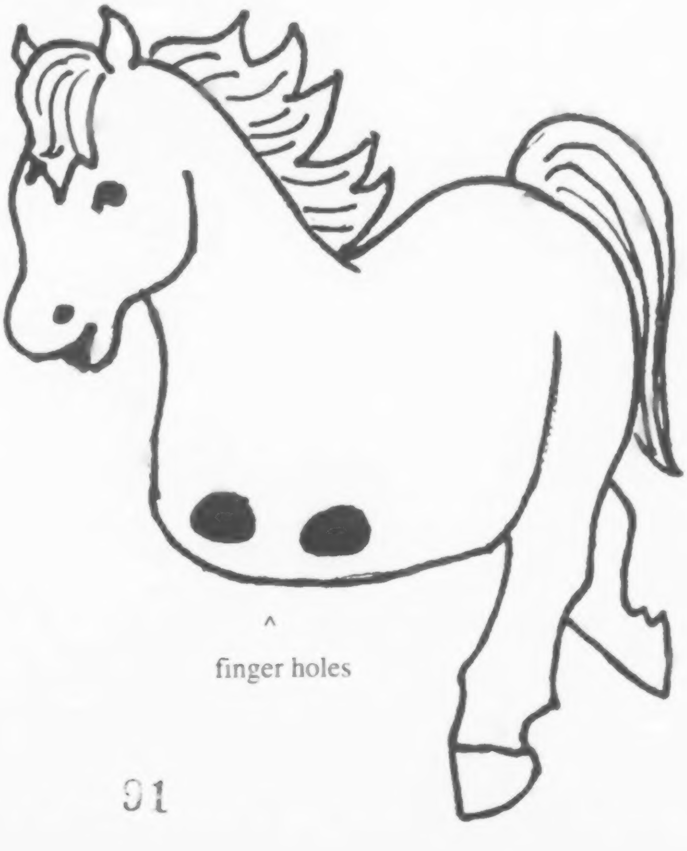
[11] adapted by Louisa Aikin from: Irving, Jan. *Glad Rags: Stories and Activities Featuring Clothes for Children.* Littleton, CO: Libraries Unlimited, Inc., 1987.

Puppets adapted by Louisa Aikin from:
Warren, Jean. *ABC Farm.* Everett, WA: Warren Publishing House, Inc., 1991.



Bonnie's horse
(cut out finger holes)

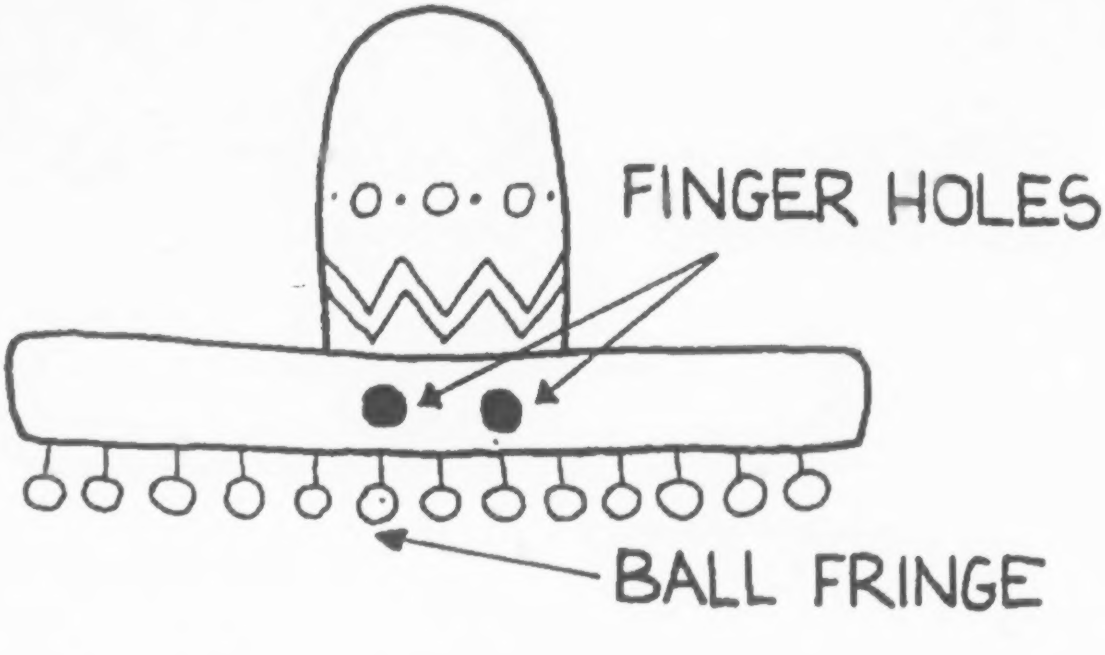
^
finger holes

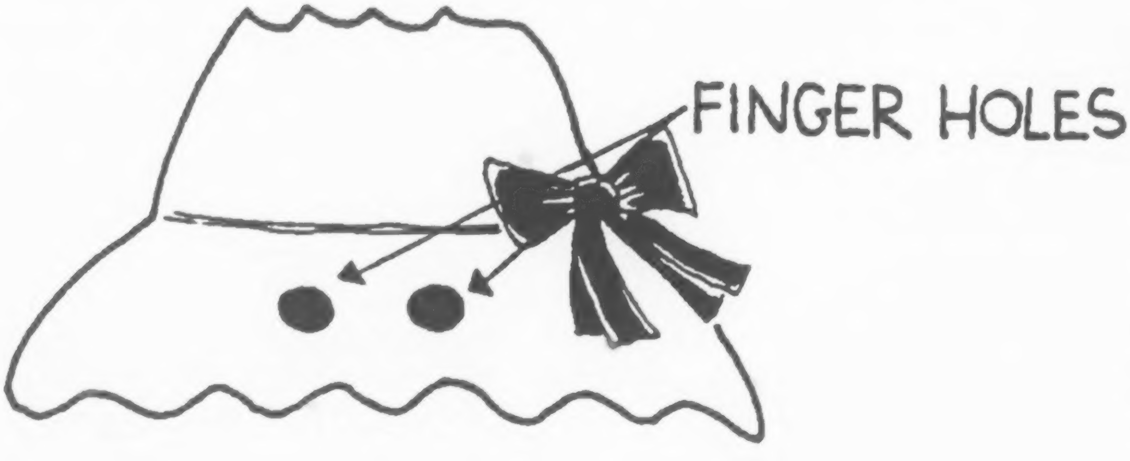


Sammy's horse

(cut out finger holes)

^
finger holes


FINGER HOLES
BALL FRINGE


FINGER HOLES

Patterns for Sammy Sombrero and Bonnie Blue Bonnet
Enlarge with photocopier and cut out finger holes.

PROGRAM IDEAS

Blast Off

(A Participatory Story)

Materials needed: none

Procedure: Have children repeat each line after leader. Set an even rhythm by tapping knees.

Ready?
We're going on a moon walk.
We are all set to go!
Climb up to the spaceship.
Count backwards:
10-9-8-7
WAIT!
Have you got your your moon gloves?
Here - put them on.
Ready? We're going on a moon walk.
We're all set to go!
Count backwards:
10-9-8-7-6-5
WAIT!
Have you zipped your space suit?
Altogether - ZIP.

Ready?
We're going on a moon walk.
We are all set to go!
Count backwards:
10-9-8-7-6-5-4
WAIT!
Have you got on your moon boots?
Here - put them on.
Left.
Right.
Ready?
We're going on a moon walk.
We are all set to go!
Count backwards:
10-9-8-7-6-5-4-3-2
WAIT!
Have you got on your helmet?
Here - put it on.
NOW we are ready!
Count backwards:
10-9-8-7-6-5-4-3-2-1-0
BLAST OFF! (2)

The Way to Go Home

(A Circle Story)

Materials needed:

Posterboard
Pencil
Markers (optional)
Pictures of a planet with rings, star, moon, space creature, rocketships (optional)
Glue (optional)
Scissors
Brad

Procedure:

1. Cut two circles from posterboard. Cut a wedge from one and opposite the wedge draw or paste a picture of a pocketship.

2. On the other circle draw or paste pictures of a planet with rings, star, moon space creature, and another rocketship. Make sure these pictures will show through the wedge cut.

3. Place the circle with the wedge on top of the one with the pictures and put a brad through the center of both circles. As you tell the story, turn the circles so the appropriate picture shows through the opening.[12]

---

[12] Irving, Jan. *Full Speed Ahead: Stories and Activities for Children on Transportation.* Englewood, CO: Libraries Unlimited, Inc., 1988.

The story:

It had been a twenty - five year journey for the Starship Wayward, but at last the crew's exploring was over and they were ready to go home. Captain Wrongway studied the maps and the star charts and set the course, but he could not figure out how to get home.

Luckily, they saw a planet and stopped to ask directions. "We are lost," said Captain Wrongway. "Can you show us the way to go home?"

"Certainly", said the planet. "I know I am home when I see rings. If you just fly in circles, you will be home in no time." *(Have children make large circles with arms.)*

So Captain Wrongway and the Starship Wayward spent another two years flying in circles, *(stop actions)* but they still did not get home.

Luckily they saw a star and stopped to ask directions. "We are lost," said Captain Wrongway. "Can you show us the way to go home?"

"Certainly," said the star. "I know I am home when I see twinkling lights. If you just blink your lights on and off, you will be home in no time." *(Have children blink eyes.)*

So Captain Wrongway and the Starship Wayward spent another two years blinking the lights on and off, *(stop actions)* but they still did not get home.

Luckily they saw a moon and stopped to ask directions. "We are lost," said Captain Wrongway. "Can you show us the way to go home?"

"Certainly," said the moon. "I know I am home when I hear a humming sound from the lunar oceans. If you just make a humming sound, you will be home in no time." *(Have children hum.)*

So Captain Wrongway and the Starship Wayward spent another two years making a humming sound, *(stop noise)* but they still did not get home.

Luckily they saw a space creature and stopped to ask directions. "We are lost," said Captain Wrongway. "Can you show us the way to go home?"

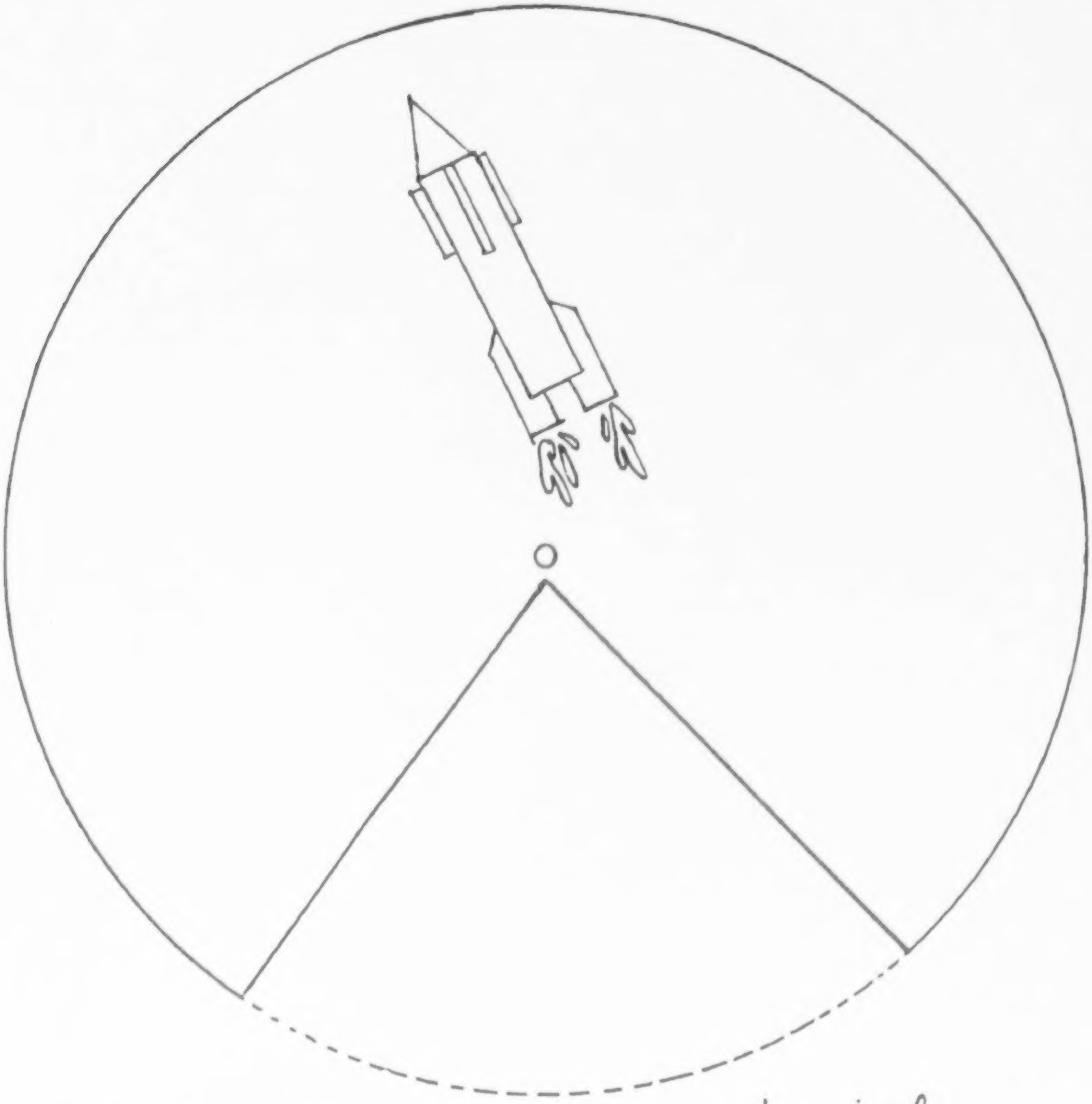
"Certainly," said the space creature. "I know I am home when my antenna beeps. If you just beep your antenna, you will be home in no time." *(Have children put fingers to top of heads and beep.)*

So Captain Wrongway and the Starship Wayward spent another two years beeping the antenna, *(stop action)* but they still did not get home.

Captain Wrongway had just about given up ever seeing home again, when they saw another spaceship and stopped to ask directions. "We are lost," said Captain Wrongway. "Can you show us the way to go home?"

"Certainly," said the other starship. "I know I am home when I am back where I started from. Put your engines in reverse and you will be home in no time."

So Captain Wrongway put the engines of the Starship Wayward in reverse and traveled back past the space creature with the beeping antenna *(Show space creature, have children repeat beeping action)* , past the moon with the humming oceans *(Show moon, have children hum)*, past the star with the twinkling lights (*Show star, have children blink eyes*), past the planet with the circling rings (*Show planet, have children make large circles with arms*). Then Captain Wrongway kept on flying backwards and in no time, the Starship Wayward was back home. (13)



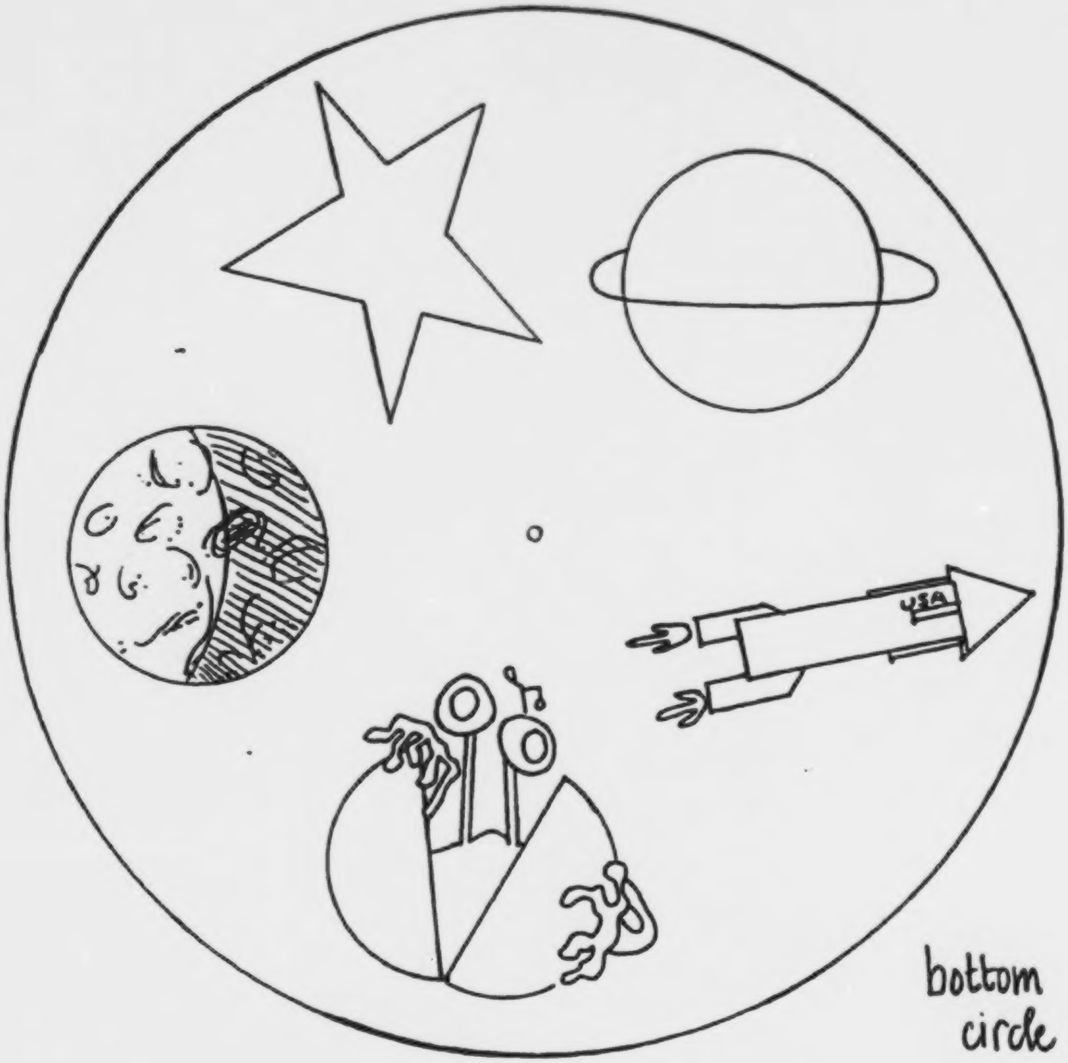
Cut out wedge

top circle
attach to bottom circle at center
with brad

---

[13] Irving, Jan. *Full Speed Ahead: Stories and Activities for Children on Transportation.* Englewood, CO: Libraries Unlimited, 1988.

Circle Story Pattern



bottom
circle

Activity: "I'm Going to Outerspace"

Materials needed: None

Procedure:

1. Have the children sit in a circle. Tell them that they are astronauts and that they are planning a trip to outerspace.

2. Talk about the things they might want to take with them. Then let each child finish the following sentence: "I'm going to outerspace, and I'm going to take ________."

Variation: To make the game more difficult, have each child repeat the items named by the other children before adding his or her own.[14]

Activity: Robot Listening Game

Materials needed: None

Procedure:

1. Let the children pretend to be robots. Explain that the robots are programmed to go straight when they hear one beep, to stop when they hear two beeps and to turn around when they hear three beeps.

2. Let the children walk in place if they are in danger of colliding with other children. Let the children take turns being the robots and the programmer who beeps the directions to the robots.[14]

Activity: Cheese Robots

Materials needed:
- Block of cheese
- Pretzel sticks
- Knife

Procedure:

1. Cut the cheese into different sized chunks. Give each child some pretzel sticks.

2. The children can build "cheese robots" by using the pretzel sticks to put the chunks of cheese together.[14]

---

[14] Warren, Jean. ABC *Space*. Everett, WA: Warren Publishing House, Inc., 1991.

ACTIVITY: Dramatic Play

Materials needed:
Full - length mirror
Hand mirrors
Clothes, hats and accessories for "dressing - up"

Procedure:

1. Stand a full - length mirror in a corner and set out dress - up items. Let the children dress up in the clothes and look at themselves in the mirror.
2. Encourage the children to pretend to be the characters they are dressed up as.
3. Show them how to use the hand mirrors to see back views of themselves.[15]

ACTIVITY: The Walk of Stars Game

Materials needed:
Plain paper grocery bags or tagboard cut in 2' x 2' squares
Star patterns
Game commands
Glue or rubber cement
Scissors
Masking tape
Marker
Die

Procedure:

1. Photocopy and glue the star patterns to the paper bags or tagboard. Add the game commands to some of the squares, writing in box held up by the star.
2. Photocopy and glue one "START" and one "YOU ARE A STAR!" sheet to a paper bag or tagboard square.
3. Lay the squares on the floor in any pattern you choose. Tape them to the floor.
4. Use a standard die to play the game. You can also make a large die out of a cardboard box stuffed with paper and covered with white paper by marking the dots on each side of the box.
5. Children play the game by beginning on the "START" square, rolling the die, moving the number of spaces, and following the commands on squares that have them. The winner is the first child to reach the "YOU ARE A STAR!" square.

Note: More than one copy of the game board can be made to accomodate large groups of players.[16]

---

[15] from Warren, Jean. *Toddler Theme - A - Saurus*. Everett, WA: Warren Publishing House, Inc., 1991.

[16] game idea adapted by Louisa Aikin from: "JUMANJI: the Game" in the 1996 Arizona Reading Program manual.

Game Commands

You write a bestselling book! Go forward 2 spaces.

No film in the camera! Go back 1 space.

You learn to play a musical instrument! Go forward 2 spaces.

The strings broke on your violin! Go back 2 spaces.

Hollywood wants you to star in a movie! Go forward 3 spaces.

You can't find your tap shoes! Lose one turn.

You finish your painting! Go forward 1 space.

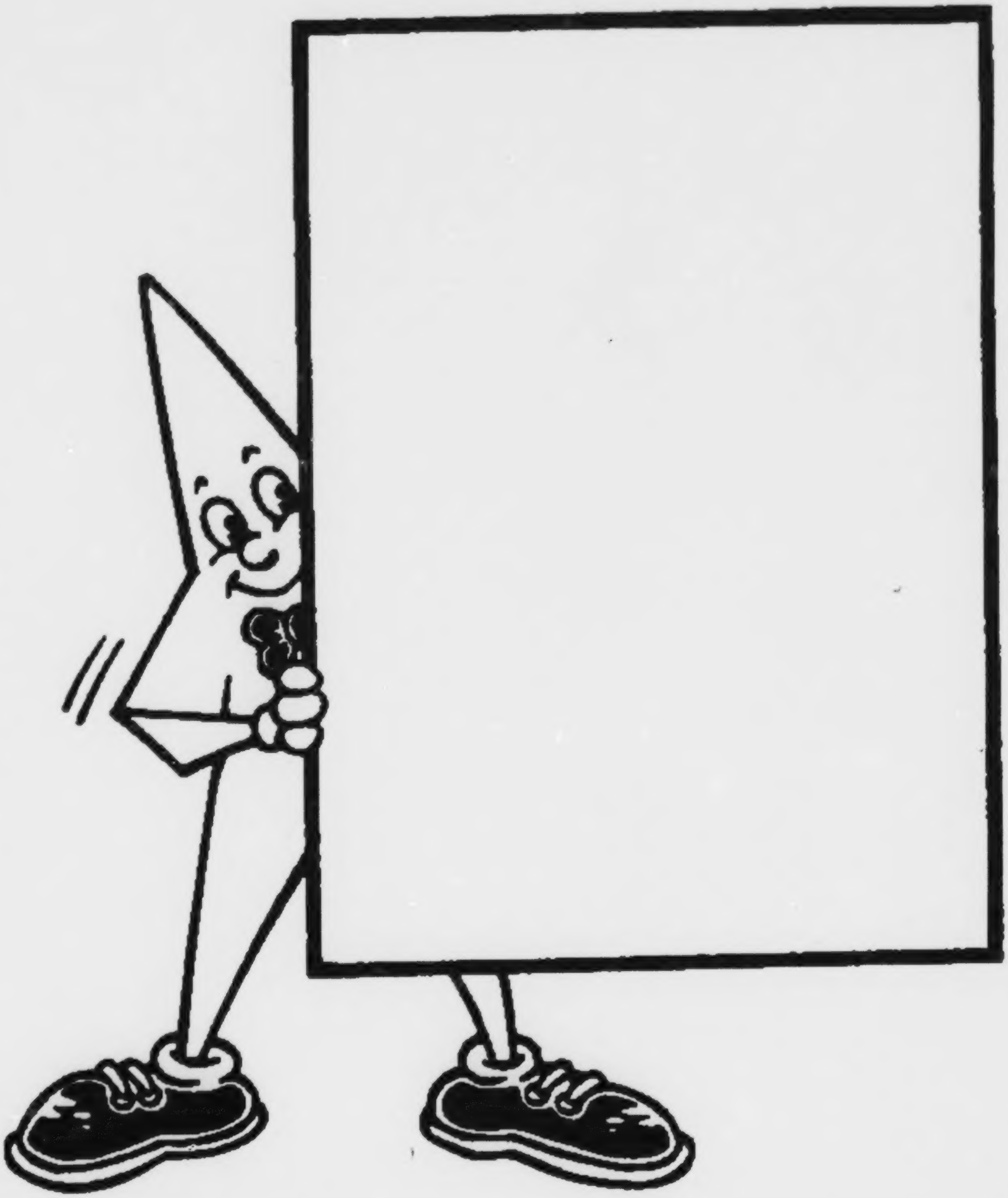
You forgot your tutu! Go back to START.

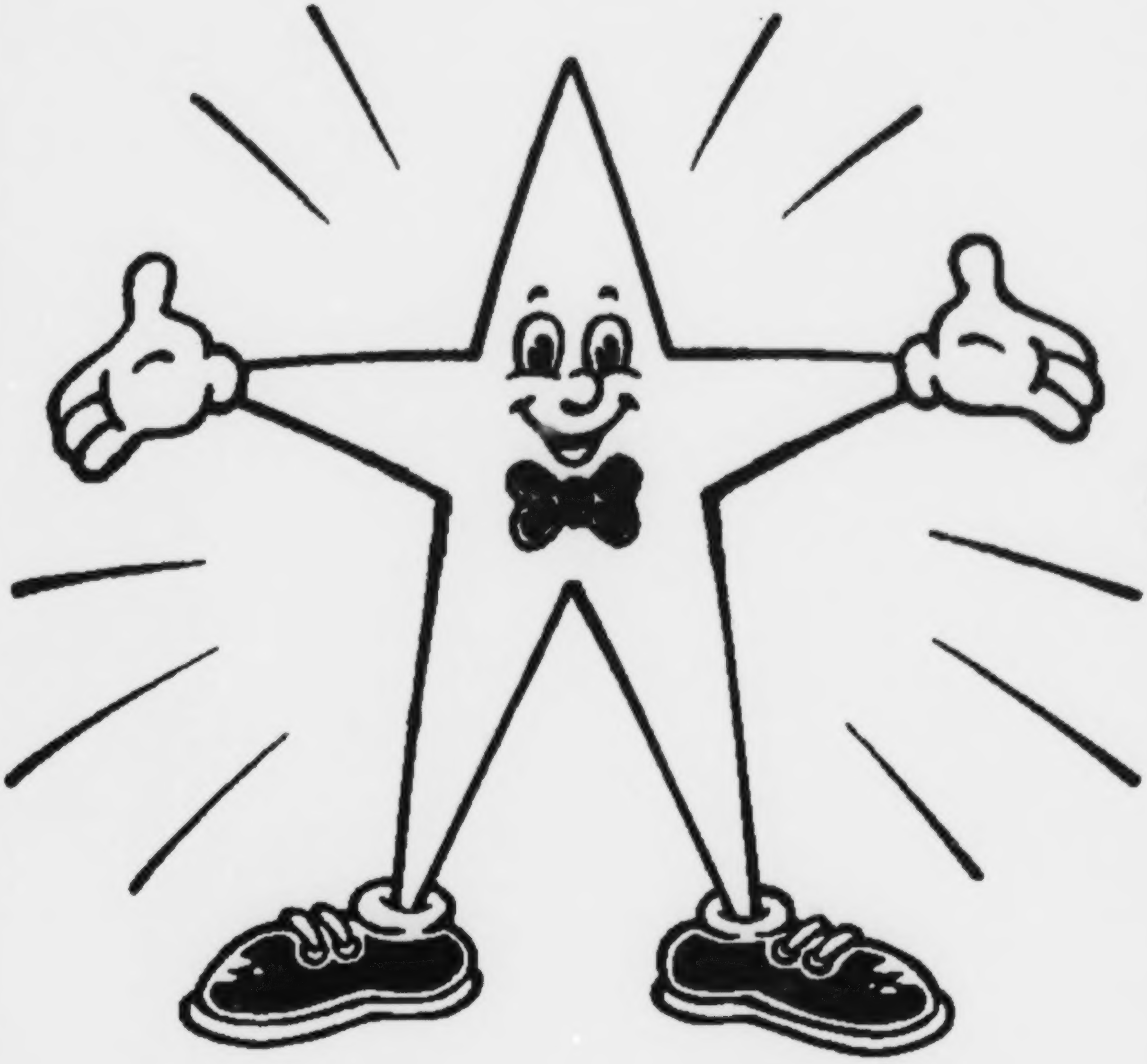
Shel Silverstein likes your poetry! Go forward 2 spaces.

Your TV show is cancelled! Go back 3 spaces.

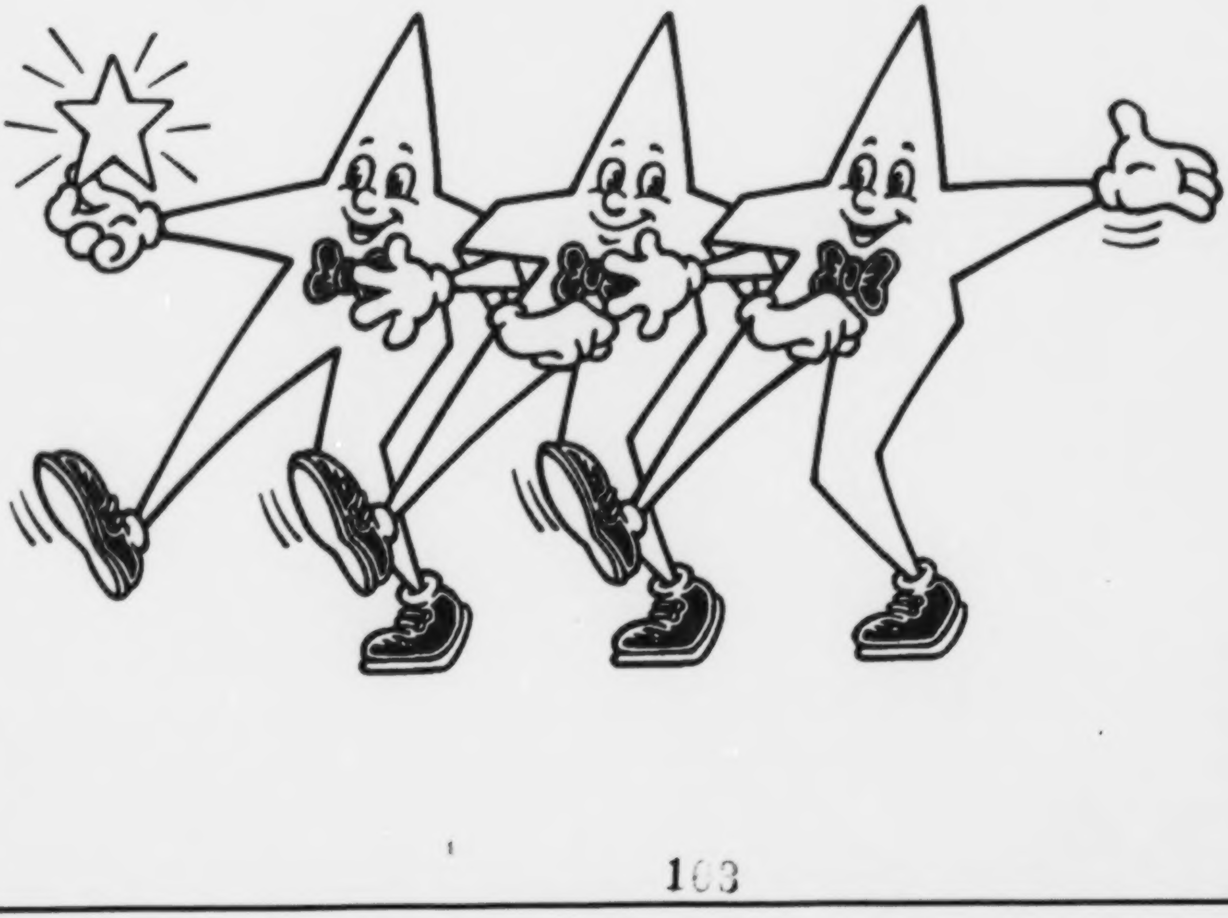
You win an award! Take another turn.

R.L. Stine writes a book about you! Go forward 1 space.

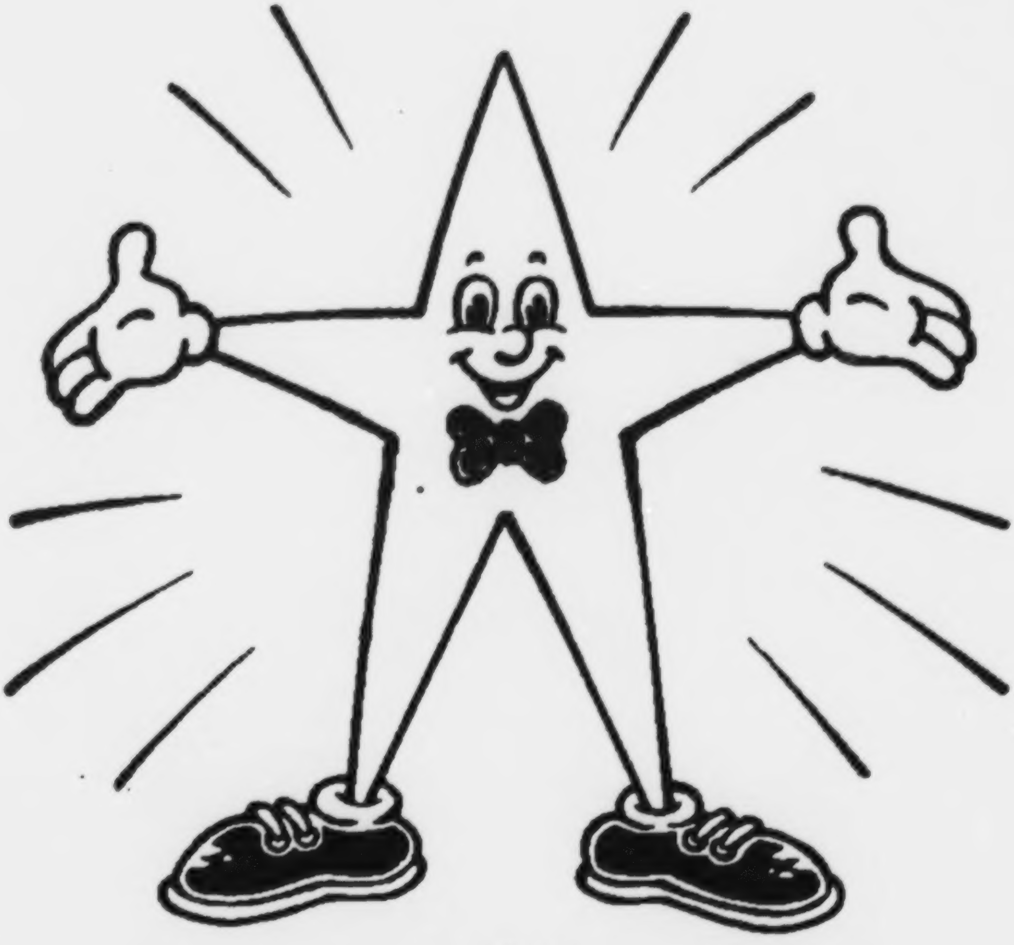




START



YOU ARE A STAR!



CRAFTS

Constellations

Materials needed:

White, gold or silver crayons
Black paper
Self sticking stars
Rulers

Procedure:

1. Give each child two stars to put on their paper.
2. Have children draw a line between the two stars with a crayon. (They can use a ruler if they want.)
3. Give one additional star to each child to place on the the paper and make another connecting line.
4. Continue to give stars until each child says the constellation is finished.[17]

Star Box

Materials needed:

Black construction paper
Hole punchers
Constellation patterns (such as the Big Dipper)
Cardboard shoe box
Flashlight
White crayon

Procedure:

1. Remove one end of the shoe box. Cut black paper about the size of the cardboard you removed from the shoe box. With white crayon, mark a constellation pattern on the black construction paper. Make one or two constellation patterns for each child.
2. Have children punch holes in black construction paper (following the constellation pattern) - each hole will represent a star.
3. Tape black paper onto end of the shoe box.
4. Darken room and shine flashlight into box to create star picture on the wall.
5. Identify the constellation. Count the stars.[17]

---

[17] *The Giant Encyclopedia of Theme Activities for Children 2 to 5*. Mt. Rainier, MD: GryphonHouse, 1993.

Rockets

Materials needed:
- Cardboard tubes (6" length)
- Paper or plastic juice cups
- Tape
- Felt-tip markers

Procedure:

1. Let the children use felt-tip markers to draw windows, doors and ladders on the tubes.
2. Help the children tape the juice cups on the top of their tubes for nose cones to complete their rockets.

Moonscapes

Materials needed:
- Squares of cardboard
- Glue
- Dried beans
- Aluminum foil

Procedure:

1. Let the children glue a variety of sizes of dried beans on squares of cardboard.
2. When the glue has dried, have them lay pieces of aluminum foil on top of their cardboard squares and fold the edges of the foil around the backs of their squares.
3. Then, have them gently press the foil down around the beans to create textured "moonscapes."[18]

Make Your Own Alien

Materials needed:
- Opaque plastic water or milk jug with lid (empty)
- Paint (any color)
- Jar or bowl
- Construction paper (assorted colors)
- Glue
- Scissors
- Aluminum foil (optional)

---

[18] Warren, Jean. ABC Space. Everett, WA: Warren Publishing House, Inc., 1991.

Procedure:

1. Remove all labels from the plastic jug.
2. Pour a small amount of paint into the jug and replace the lid snuggly. Any color of paint will work for this activity.
3. Have the children shake the jug so paint covers all of its interior surfaces. Open the lid and empty any excess paint into a jar or bowl. The paint can be recycled for other "aliens."
4. Replace the lid.
5. Have the children use the construction paper to cut out the alien's features and glue them on to the jug. They may also wish to add arms and feet to the alien's body.
6. The children can also shape pieces of aluminum foil to make antennae for their aliens.[19]

---

[19] Idea adapted by Cynthia Wildd and Louisa Aikin from: *The Primary Mailbox: The Idea Magazine for Teachers.* Oct./Nov. 1994 issue.

CRAFTS
Paper Bag Costumes for Pretending

Materials needed:
- Large grocery bags
- Ruler
- Pencil or marker
- Scissors
- Construction paper (different colors)
- Glue
- Paint, markers or crayons
- Bits of torn paper, string and fake fur (optional)

Procedure:

1. Cut the paper bags off about 10 inches long. Curve the side panels to fit over a child's shoulders.
2. Make animal character costume masks by cutting out 10-inch diameter circles and different kinds of ears from different colors of construction paper.
3. Children may choose what kind of animal they wish to become and glue the circles and ears on the bags.
4. Help the children cut out eye openings. Paper curls may be added for lions, paper strips for rabbit or cat whiskers, and triangles for noses.
5. Children may also wish to decorate the mask with paint, markers or crayons.
6. Children may wish to make paper bag monsters, too. They can use paint and pieces of torn paper, bits of string, and fake fur to glue all over the paper bags to their heart's delight.
7. Cut out eye and nose openings and invite children to color around these openings to make the eyes and noses of their monsters more pronounced.[20]

---

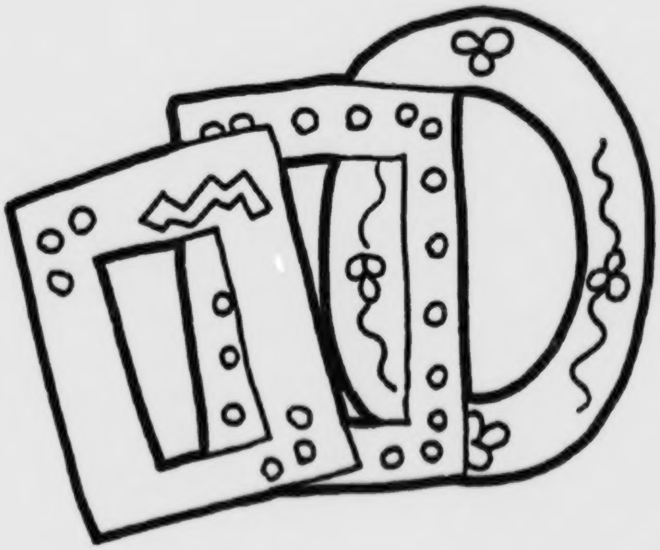
[20] Irving, Jan. *Glad Rags: Stories and Activities Featuring Clothes for Children.* Littleton, CO: Libraries Unlimited, 1987.

PHOTO FRAMES

Materials needed:	Instant picture camera Posterboard Scissors X-acto knife Crayons, felt-tip markers Sequins, glitter, rickrack Glue Strong plastic or package tape Strip magnets (optional)

Procedure:

1. Take a photograph of each child.
2. Cut frames out of posterboard to fit around the photos.
3. Let the children decorate their frames with crayons, felt-tip markers, sequins, glitter or rickrack.
4. Attach each child's picture to his or her frame.
5. Attach strip magnets to the back of the frames if you wish to make the frames into a refrigerator door decoration. (21)



---

[21] adapted by Louisa Aikin from: Warren, Jean. *Theme-A-Saurus*. Everett, WA: Warren Publishing House, Inc., 1989.

Make Your Own "Shades"

Materials needed:
- Plastic holders (from six-packs of soda)
- Pipe cleaners
- Scissors
- Sequins, feathers, etc.
- Glue or rubber cement

Procedure:

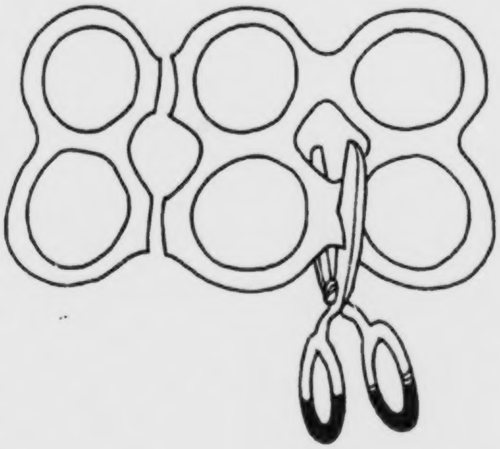
1. Cut each plastic holder in thirds, so that you have three pairs of circles. Trim any pointed edges of the plastic.

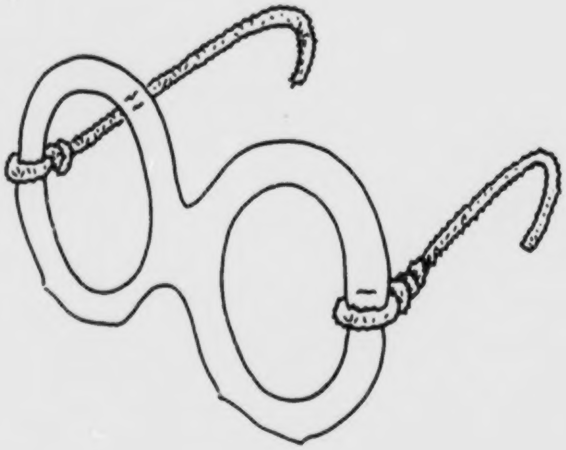
2. Give each child one pair of circles and two pipe cleaners.

3. Have the children decorate their glasses by gluing such items as sequins, feathers, bits of costume jewelry, etc., to the frames. Let the glue dry.

4. Help the children attach a pipe cleaner to each side of the pair of circles. Wind one end of each pipe cleaner around the plastic a few times so it will stay in place.

5. Help the children bend the other end of each pipe cleaner so the glasses will fit around the ears. (22)





---

[22] adapted by Louisa Aikin from: Bullock, Doris. *Designed to Delight.* Belmont, CA: David S. Lake, 1986.

Finger Masks

Materials:
- Air-hardening modeling clay
- Blunt knife
- Sponge
- Varnish
- Small glass or plastic cup
- Poster paint

Procedure:

1. To make a face, have the children flatten a ball of clay with their hands until it is as thick as their fingers. Lay the glass or plastic cup on top of the clay. Help the children cut around the glass or cup to make a clay circle.

2. Have the children roll two lumps of clay into sausage-shaped tubes. To do this, the children roll the clay back and forth on the work surface. They should make the coils long enough to fit around the clay circle.

3. Help the children moisten the edge of the clay circle with a damp sponge. Then have them stick the clay coils around the edge of the circle.

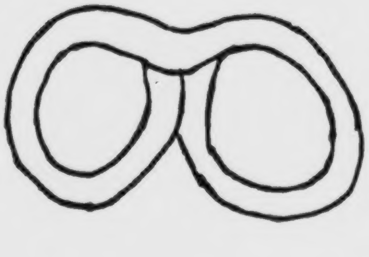
4. The children can use small pieces of clay to make eyes, nose, mouth and hair. They should moisten the face of their masks, then stick on the features.

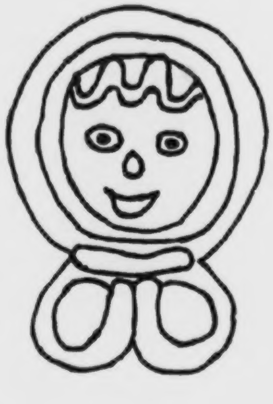
5. For the finger loops, have the children roll a lump of clay into a coil as thick as the index finger and twice as long. Flatten the coil.

6. Help the children shape the flattened coil into two circles, as shown in the picture. The circles must be big enough to fit on the fingers.

7. Have the children moisten the bottom edge of the face and the top of the finger loops and stick them together. Strengthen the seams by pressing a thin coil of clay into them.

8. When the mask is dry, each child can paint and varnish them. Then they can be used to act out a story. (23)





---

[23] Morris, Ting and Neil Morris. *Masks*. New York: Franklin Watts, 1993.

Clues to Magic Star

Use the following clues to lead the discussion as you show the children how to make the Magic Star. Each clue should be given as you complete the accompanying step.

1. I hide all day. (first fold)

2. At night I play. (second fold–*number 3 on diagram)

3. I am one in a million...(third fold)

4. Maybe a billion...(fourth fold)

5. I shine at night. (turn triangle so that point is down)

6. No matter where you are (cut)

7. You can see that I'm a ! (open star)

MAGIC STAR

(The "It's easier to do than to explain"
1-cut, 5-pointed star)

1. Fold a 8 1/2 x11" piece of paper in half with the short sides together. Place the folded edge by your right hand and the open side by your left hand.

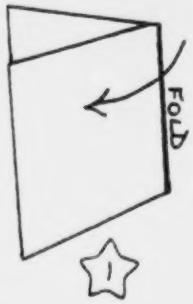
2. Mark a dot at the center of the bottom edge.

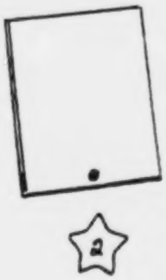
3. Fold the upper right corner to the dot you just made.

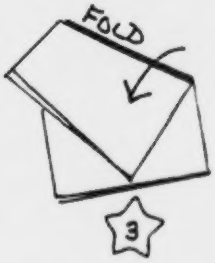
4. Fold the lower right corner so that the fold is even with the folded edge of #3.

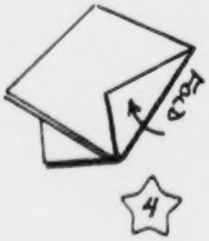
S. Fold back the top part of the shape left in #4 to form a triangular shape. Turn the triangle so that the point is on the bottom.

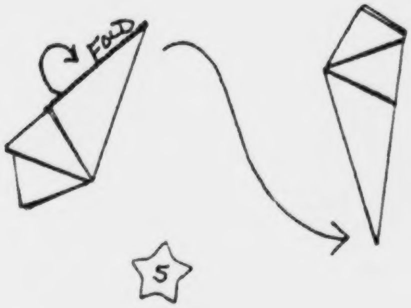
6. Cut at an angle from about midway on one side of the triangle to the folded point on the other side. The closer you are to the point of the triangle when you start cutting, the sharper the arms of your star will be.

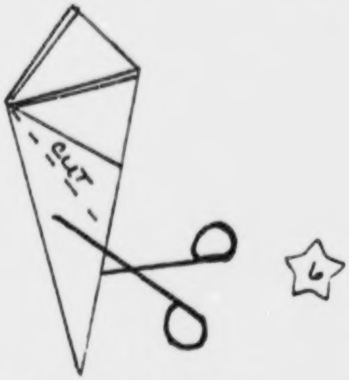








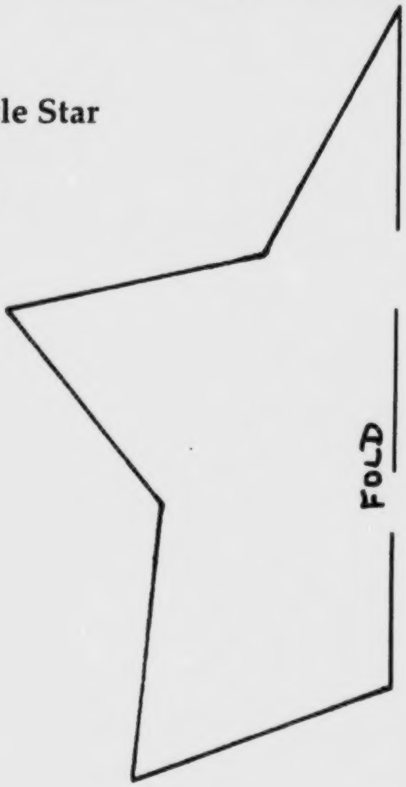




The heavy line is the fold you are making—double lines are unfolded edges.

I have done this with children as young as 3. Go slowly and make sure you have lots of help!

Twinkle, twinkle, little Star
Art Activity
Twinkle Stars



Materials—White or yellow poster board
White Glue
Glitter
String or ribbon (or non-bending straws)
Hole punch
Small dishes or bottle lids
Water color paintbrushes

1. Cut 3" star shapes from poster board. If adding strings, punch a hole in one point.
2. Pour a little white glue in the small dish or bottle lid. Thin the glue slightly with water. Use the paint brush to cover one side of the star with glue.
3. Sprinkle glue over glue painted side. Allow to dry.
4. Repeat steps 2 and 3 for other side of star.
5. Run a 2' piece of string or ribbon through the hole and tie in an over hand knot.

Hang the stars on your bulletin board, from the ceiling, or from the branches of a friendly tree. Children can also wear the stars as necklaces.

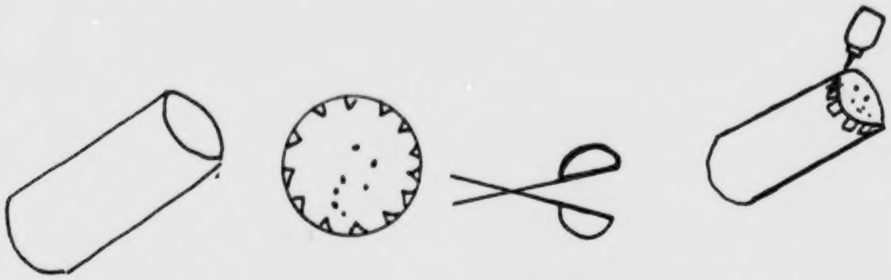
(If you do not wish to hang the star, cut two 1/2" slits in the end of the straw, slip the star between the sides of the slits and staple.)

Art activity—Telescopes

Materials—one oatmeal box or 12" section of mailing tube for each child
(toilet tissue rolls may be used if necessary, but they are harder to work with than the larger sized tubes)
markers or crayons
construction paper
glue
waste corrugated cardboard
something to poke holes with (a large needle or an ice pick—FOR ADULT USE ONLY!)

(The group leader may wish to prepare steps 1 and 2 in advance)

1. On black or dark blue construction paper, draw a circle about 1" larger all around than the end of the tube you are using. Cut out wedge shaped pieces around the edge of the circle so that you can glue it to the end of the tube.
2. Place the construction paper circle on a piece of waste cardboard and poke holes in a random pattern across the circle. Make some of the holes larger than others.
3. Glue the circle to the end of your cardboard tube. Fold down the wedge-shaped pieces and glue them to the sides of the tube. Set aside so that the glue can dry.
4. Have the children decorate a piece of construction paper with the markers or crayons. They may wish to draw designs of stars and moons.
5. Glue the decorated sheet to the outside of the cardboard tube, covering the wedge-shaped pieces.
6. Children look into their telescopes to see the "stars in the sky". Pointing the telescope towards a light source will make the "stars" more visible.

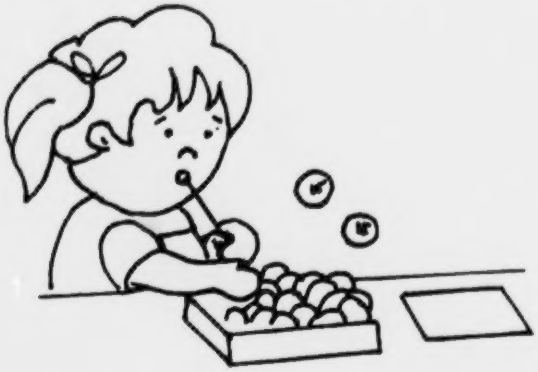


Stars of the Sea

Art Activity
Bubble Pictures

Materials – Liquid tempera paint
Joy or Dawn dish detergent
Shallow dishes (9" x 12" cake pans work well)
Drinking straws
White drawing paper
Crayons or markers

1. Mix 2 T liquid tempera, 1 T dish detergent, and about 1 c water in a dish or pan. Use a separate dish for each color.
2. Use a straw to blow air through the paint mixture until a big head of bubbles forms.
3. Place a piece of white paper on top of the bubbles and press hard enough to break the bubbles, but not so hard that you actually touch the water.
4. Turn the paper over and allow it to dry. If desired, you may use more than one color of bubbles on each picture, but allow them to dry between colors.
5. Use crayons or markers to make fish and other sea creatures swimming through the bubbles.



Stars of the Sea

Art Activity
Jellyfish

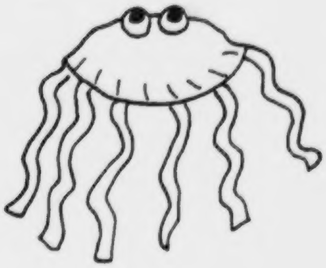
Materials – 9" paper plates
Construction paper or crepe paper cut into 1" x 12" pieces
Construction paper or wiggle eyes (optional)
Crayons
Glue
Stapler w/staples

1. Precut construction paper or crepe paper into 1" x 12" pieces –8 pieces for each child.

2. Have child color the back of the paper plate with crayons.

3. Glue or staple the construction paper or crepe paper streamers around the edge of the paper plate. Glue on eyes if desired.

Activity–For creative movement, play slow, symphonic music and have the children move their jellyfish in time to the music.



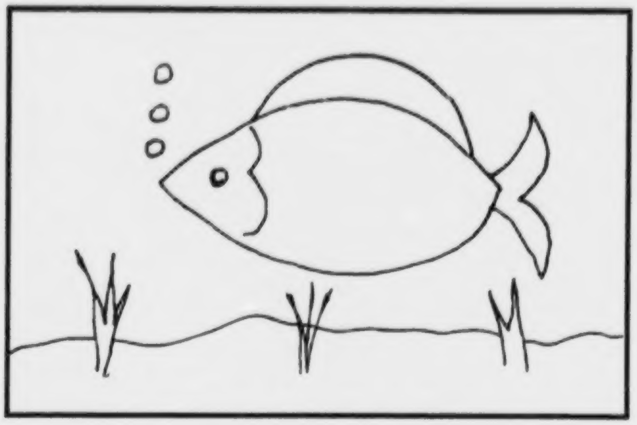
Stars of the Sea

Art Activity – Fish Pictures

Materials – Construction paper
Scissors
Glue/paste
Glitter (optional)
Sand and small shells (optional)

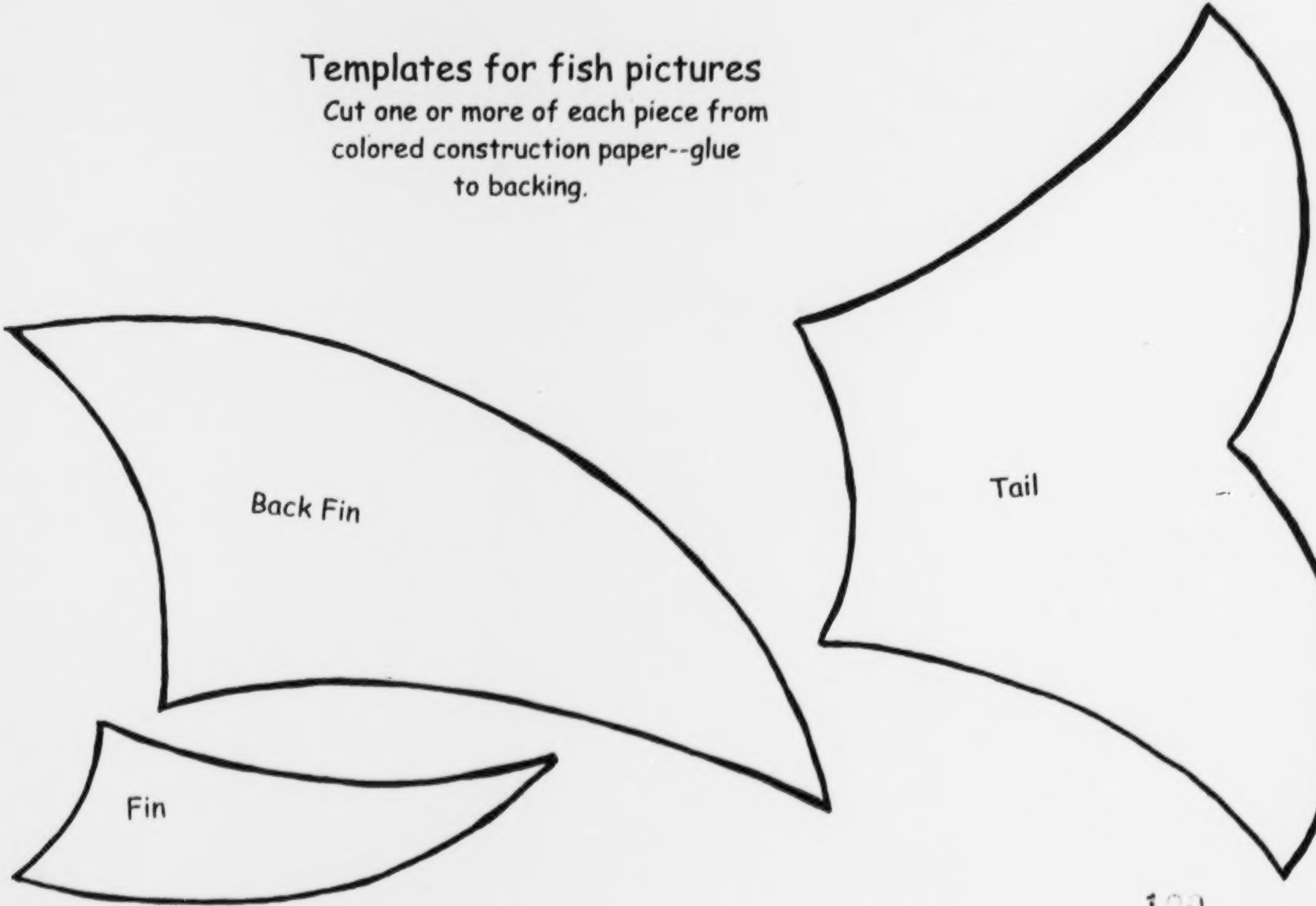
This activity can be adapted to be appropriate for children of any age. For younger children you will probably want to cut out the fish shapes in advance. Older children enjoy selecting, tracing and cutting their own fish shapes. . .

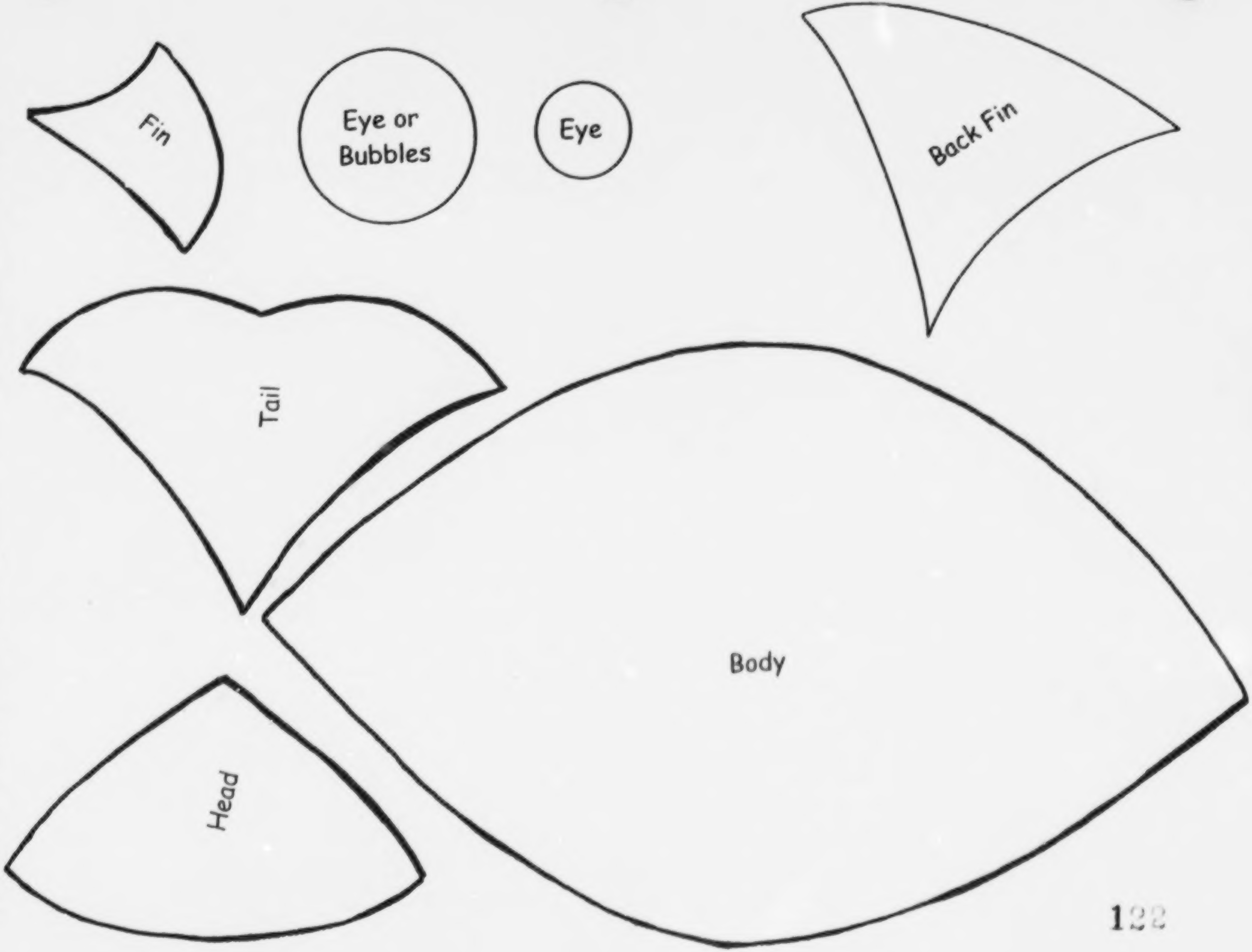
1. Use a 9" x 12" piece of construction paper as the background.
2. Cut body, fins, tail etc. from different colors of construction paper.
3. Glue the body to the center of the background paper, then glue the various body parts in place as desired.
4. The children may wish to trim their pictures with glitter, sand and sea shells.



Templates for fish pictures

Cut one or more of each piece from colored construction paper--glue to backing.




Fin
Eye or Bubbles
Eye
Back Fin
Tail
Body
Head

Twinkle, Twinkle, Little Star
Arts and Crafts Activity

Outer Space Clay
(recipe makes enough for 6 - 8 children)

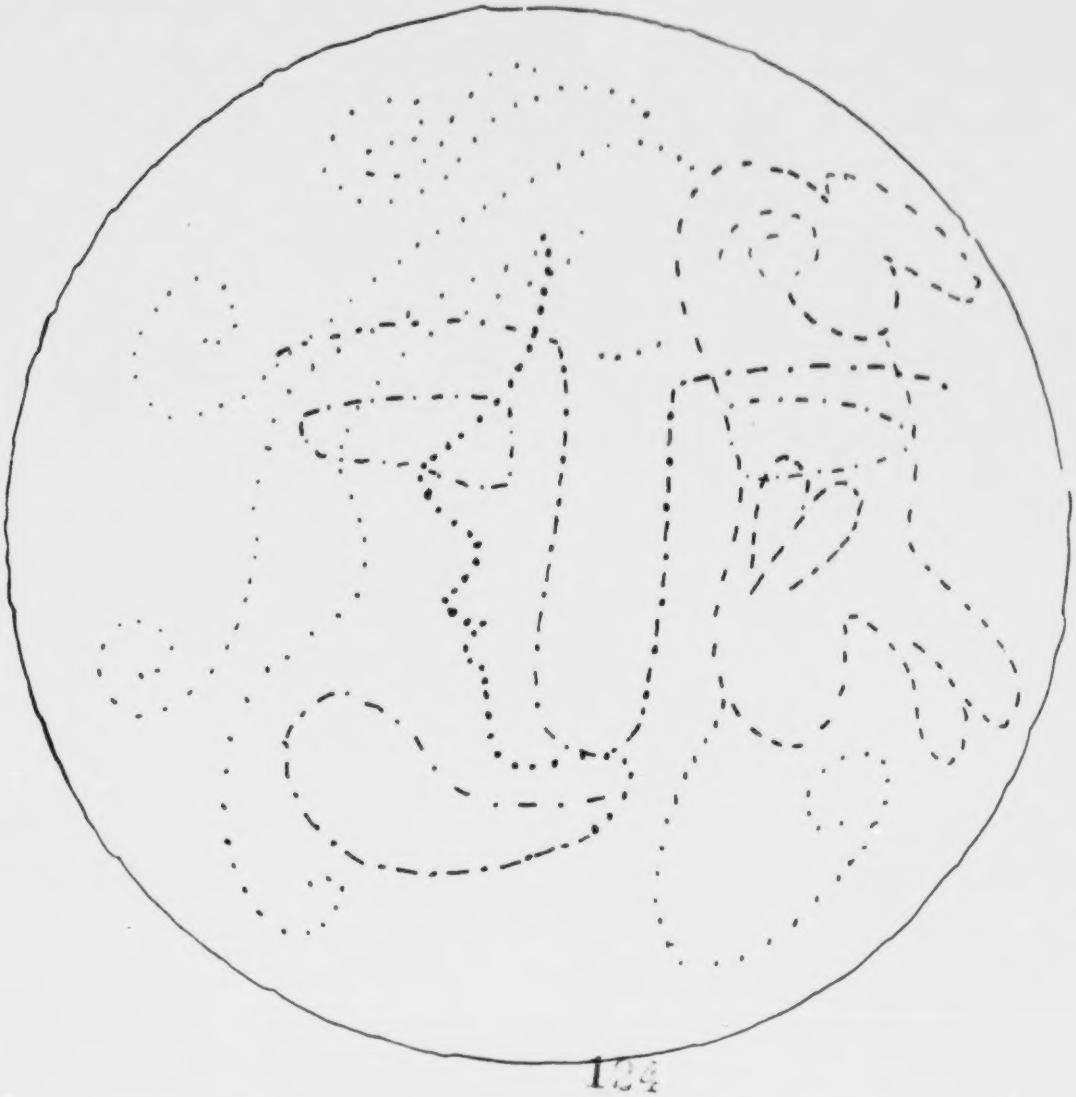
2 C regular flour
1 C salt
1 bottle silver or clear glitter
1 C prepared green or black tempera paint
A small amount of water
Large bowl for mixing clay
Sandwich size ziplock bags
Plastic drop cloths to put on tables
Plastic knives, paintbrush handles,
6" pieces of doweling and other "tools"

1. Mix flour with salt and glitter. Stir in prepared tempera paint. Mix in enough water to make a firm play-dough consistency.
2. Store clay covered in refrigerator when not in use.
3. Cover tables with plastic drop cloths prior to art activity.
4. Give each child a piece of dough about the size of an egg. Be sure to tell them not to eat the dough!
5. Allow the children to manipulate the dough as they wish using dowels as rolling pins, and allowing them to poke and decorate the clay as they wish. The glitter adds an interesting texture to the clay as well as making it shine.
6. Clay can be stored in plastic bags between use or pieces can be allowed to dry into "space rocks".

Moon Pictures

The moon has always played an important part in people's lives. Many people see pictures on the surface of the moon when they look at it. Some people think they see a "Man in the Moon". The Chinese tell of a lady in the moon named Chang E. She is said to grant wishes. The ancient Celts thought that there was a hare living in the moon. When the moon is full you can see the hare leaping across the face of the moon.

What pictures can you see when you look at the moon?

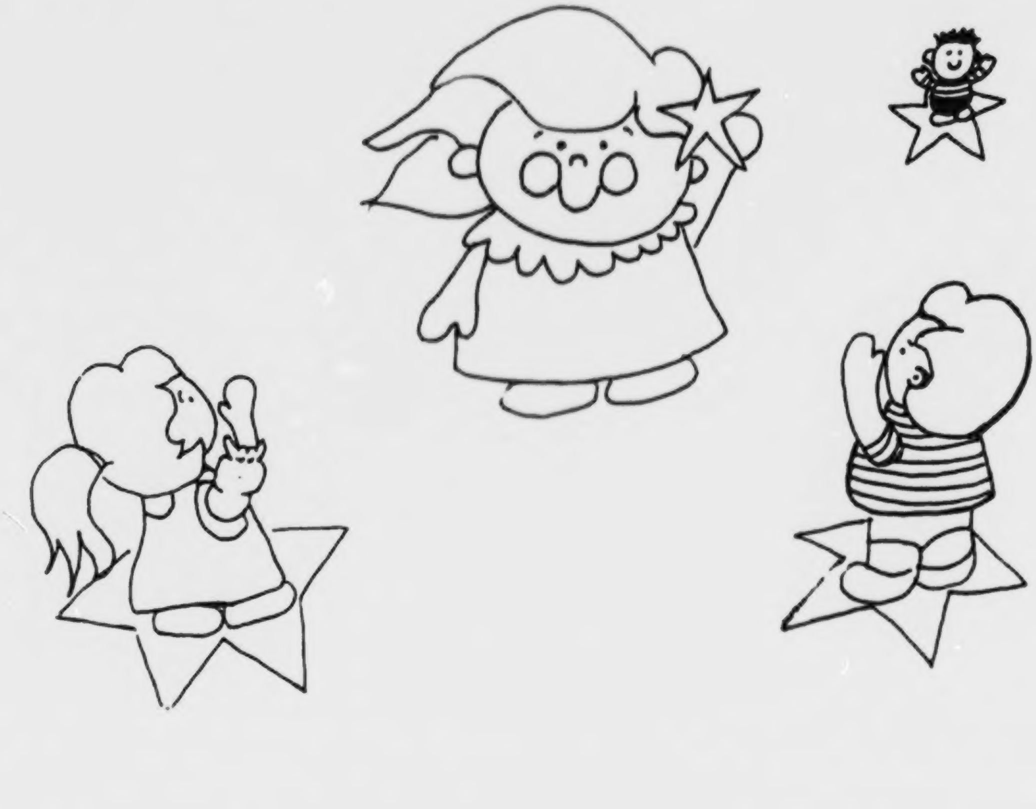


Game–Star Tag

Equipment–large (about 1') tagboard stars taped in a random pattern to the floor in an open play area. You will need one star for each child, except for the "Star catcher".
One star-shaped beanbag.

Start the game by having the children sit in a circle on the floor while you explain the rules to them.

1. One child is "the Star Catcher." This child holds the beanbag and says *Twinkle, twinkle, twinkle...STAR!* At the word *star* the children should run to a star and stand on it.
2. There can be only one child to a star. If the Star Catcher reaches a star before another child does, that child takes the beanbag and becomes the Star Catcher.
3. Play continues until everyone has had a chance to be the Star Catcher.



Stars of the Sea
Preschool Activities
Tactile stimulation/Group Discussion

Many people forget that, as desert dwellers, Arizona's preschool children may not be familiar with beaches or ocean dwellers. When presenting stories that tell about walking along the beach or looking for seashells it is helpful to give the children a frame of reference by making a "beach" and seashells available to them!

Materials:

Large, low sided plastic container or small wading pool.
Clean sand to fill container at least half way.
Shells, dried sea horses, starfish etc. obtained from beach or craft store.
Drop cloth.
Containers for water (optional).

1. Put down drop cloth in play area.

2. Place the sand in the container and mix in the shells. If you are working in an area where water play will not cause damage, you may wish to mix in enough water to make the sand stick together.

3. Read stories that have to do with the ocean (*Is This a House for Hermit Crab?*, *We Go to the Seashore*, etc.)

4. Encourage the children to play gently in the sand. You can talk about the temperature of the sand, the way it sticks to your fingers, how it pours through your open hand, etc. Let the children look for shells in the sand and talk about the shapes and colors of different shells.

5. Remember that if your "beach" is outside, some of our desert dwellers might decide to take up residence in the sand. After playtime is over, cover your "beach" to keep out insects or dump the sand into a large, heavy trash bag and close it tightly.

Twinkle, Twinkle Little Star
Activities

Stargazer's Party

A fun activity that can be shared by children of all ages is a star - gazer's party. This is one time when the rural libraries will have an advantage over the city ones in that it is easier to see the stars without neon lights and street lamps! *Invite lots of parents and volunteers to help, because young children especially are likely to be very excited at the chance to be outside after dark and you will need lots of help.*

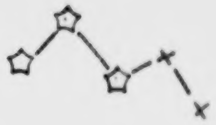
After sharing a story or two from the bibliography, move outside onto the lawn to do your stargazing. Have the children bring blankets or sleeping bags. Place the bags in circles with the heads of the bags together in the center of the circle. One adult and about six children should comprise each group. If possible, have the adults consult an astronomy book before starting the discussion, so that they will have their "bearings".

While lying on your backs with heads close together, the adult can point out the moon, constellations, etc. and lead discussions with such questions as:

1. Can you see the moon?
2. Can you tell which phase the moon is showing?
3. How many stars can you see?
4. Can you find the brightest star?
5. Can you see the Big Dipper? (the Little Dipper?)
6. Can you find the North star?
7. What pictures can you see in the stars?
8. How far away do you think the stars are?

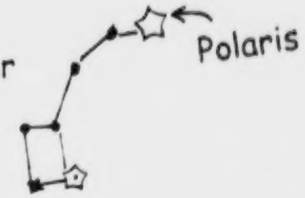
Conversation will probably grow naturally from any of these questions and by keeping the groups small all children will have a chance to voice an opinion. If conversation lags don't panic; many children have never actually looked at the night sky and may simply be overwhelmed by the view!

Night Sky

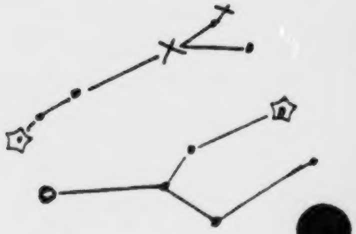


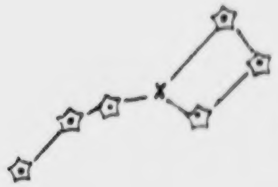
Cassiopeia

Little Dipper

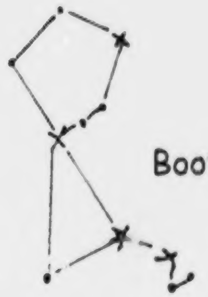


Gemini

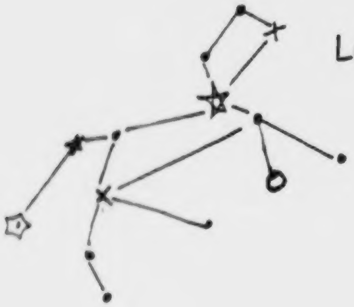




Big Dipper



Bootes

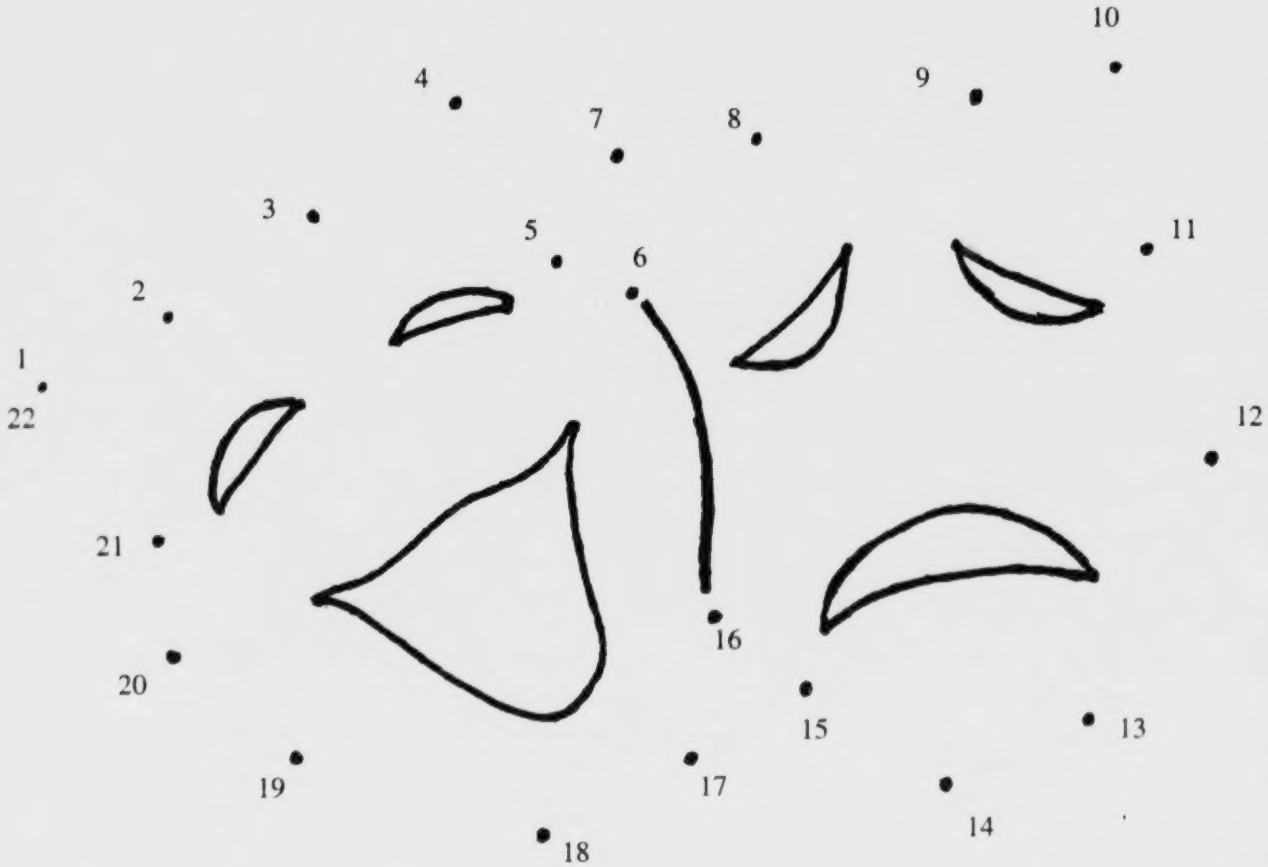


Leo

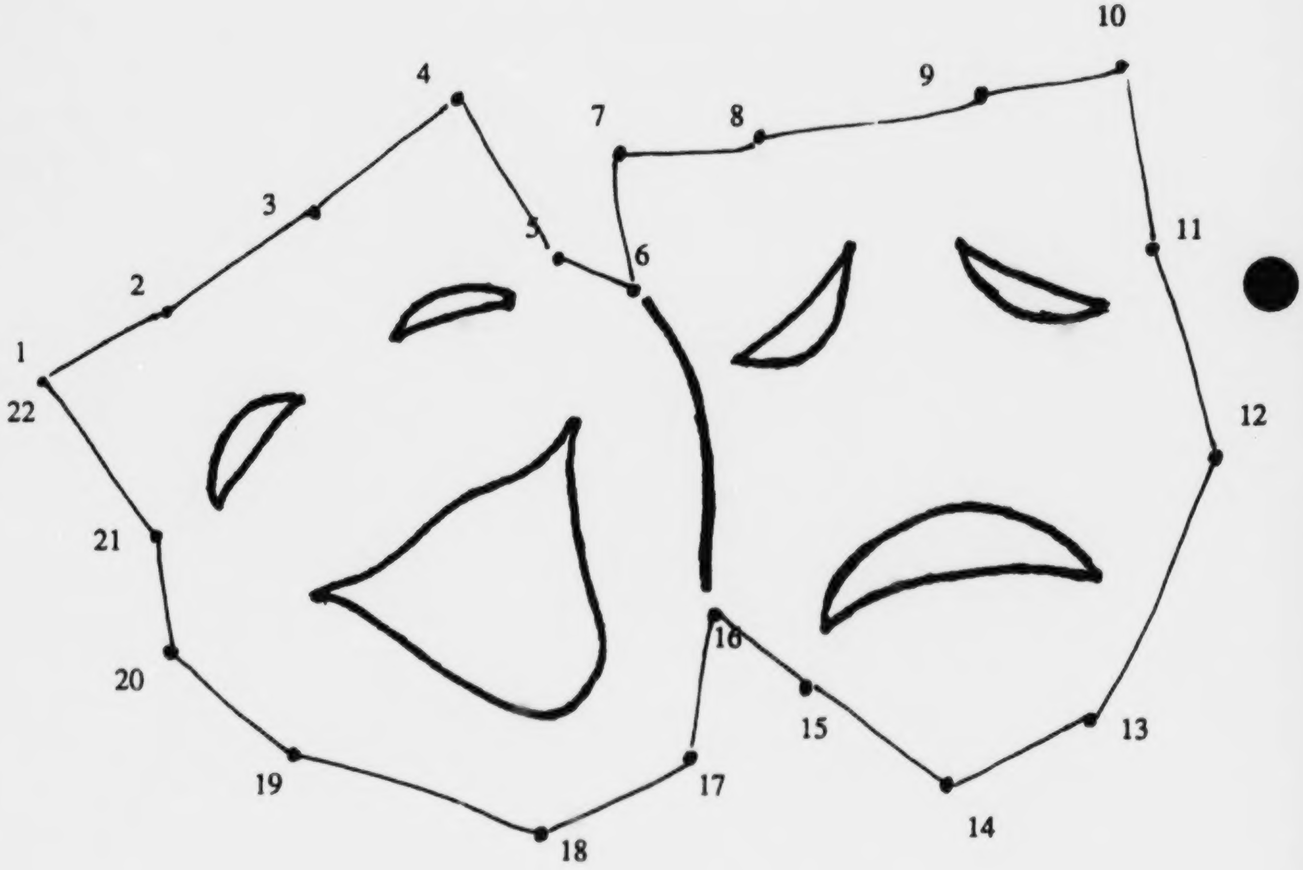
Brightness

☆ 1st magnitude ○ 2nd magnitude × 3rd magnitude • dim

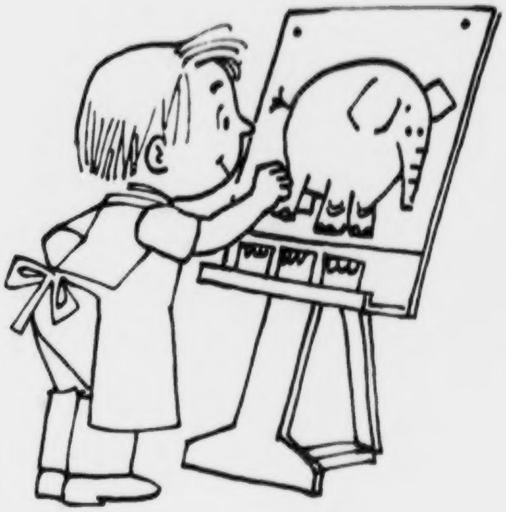
Connect the dots and find a famous symbol of the theater.

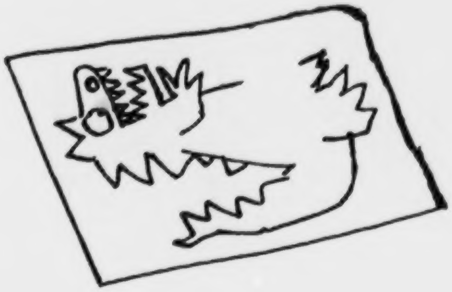

10
4
9
7
8
3
5
6
11
2
1
22
12
21
16
20
15
13
19
17
14
18

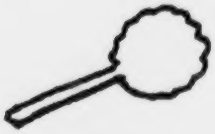
Connect the dots and find a famous symbol of the theater.

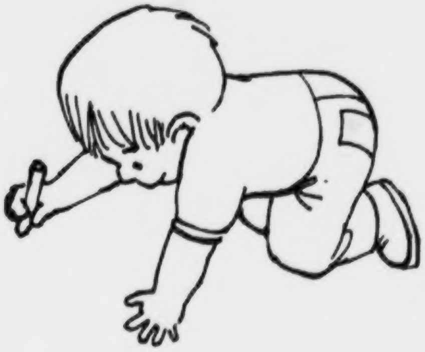

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22

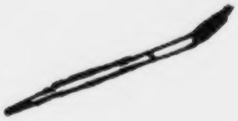
**Each of these artists is missing something important.
Draw a line connecting them to the missing piece.**

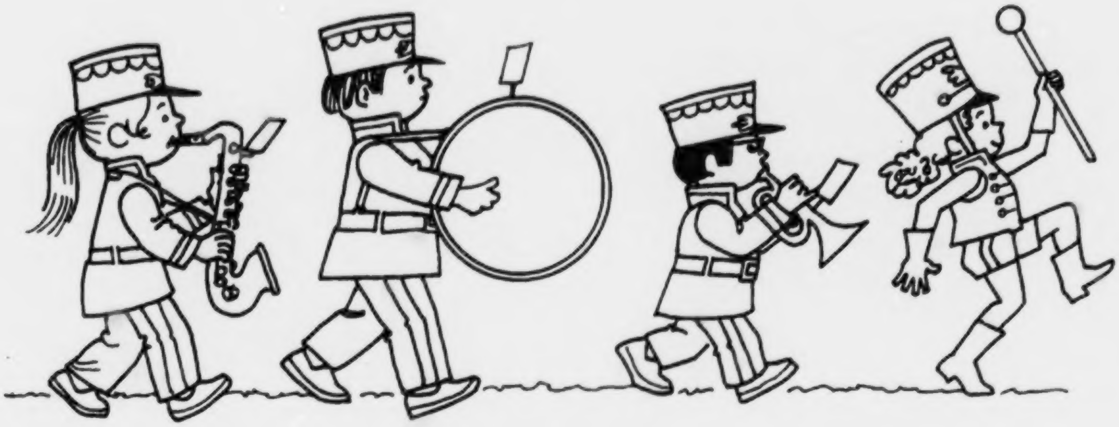




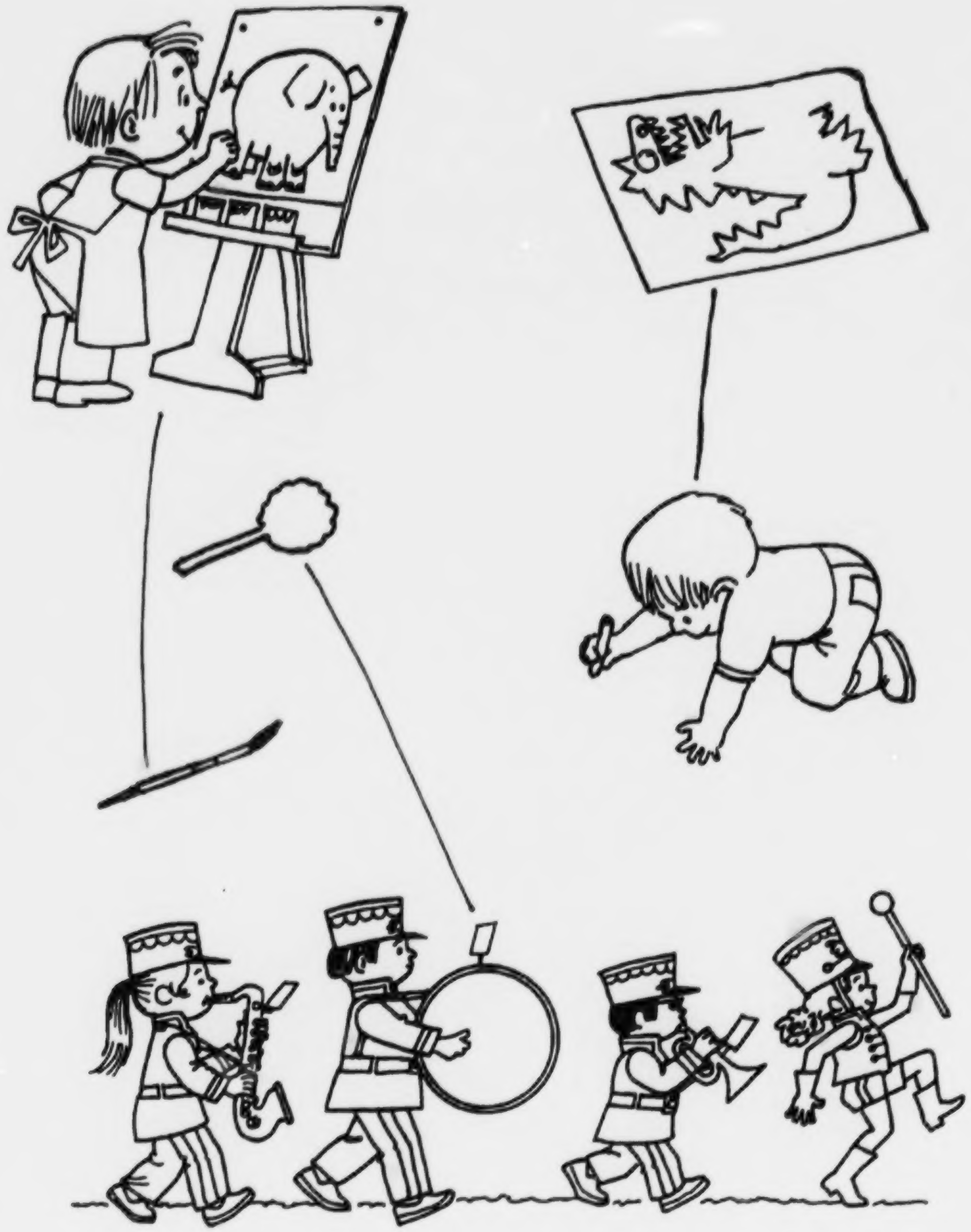




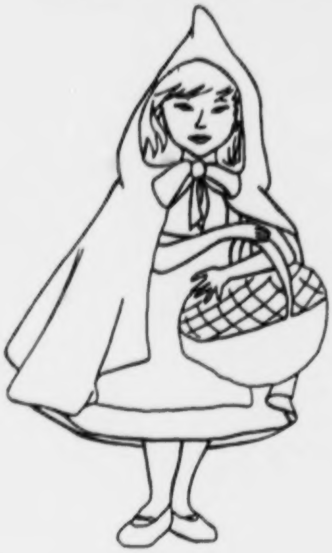


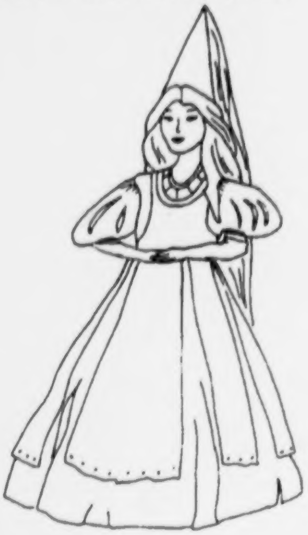


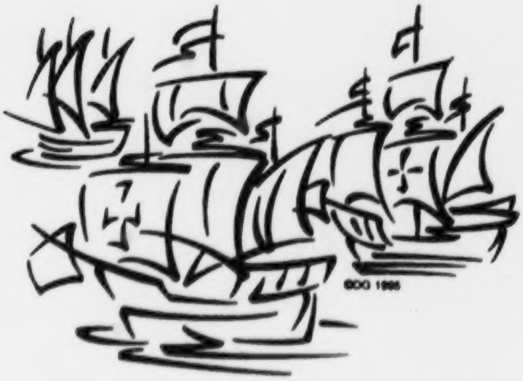
**Each of these artists is missing something important.
Draw a line connecting them to the missing piece.**

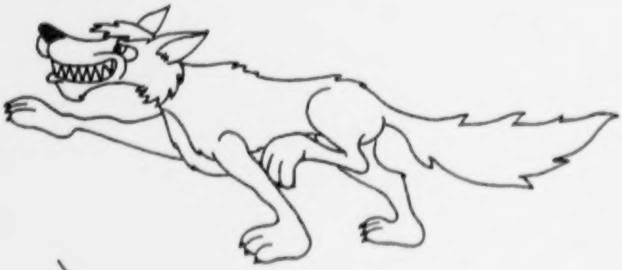


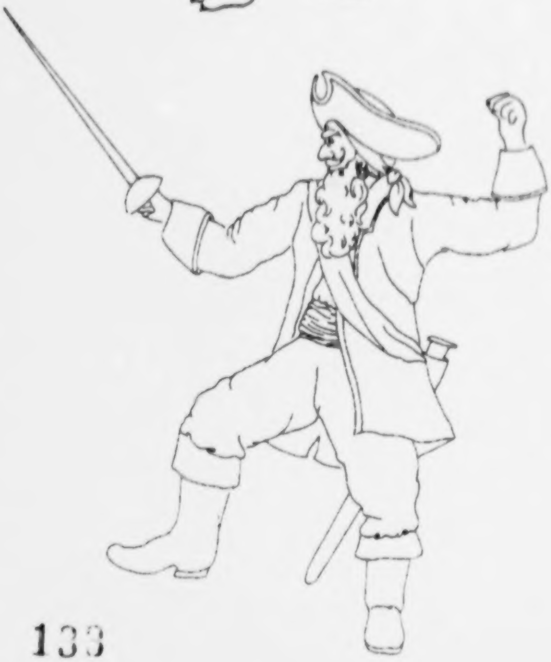
Draw a line to match these storybook characters.

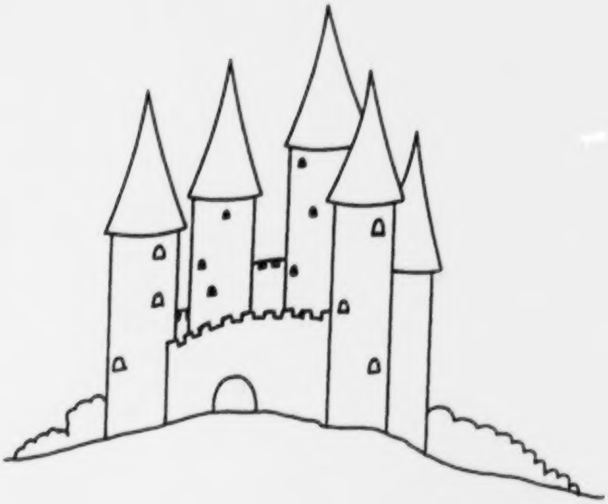




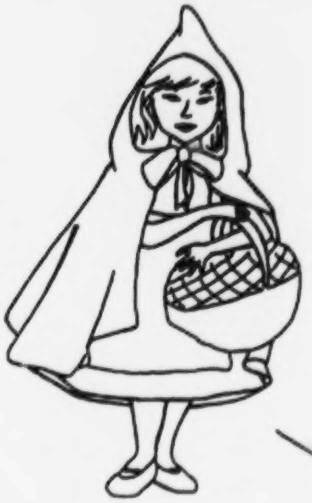


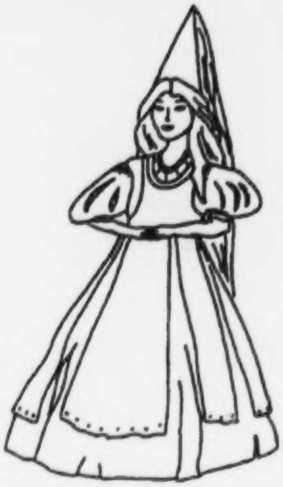


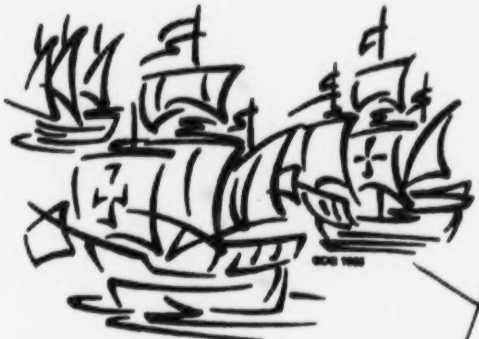


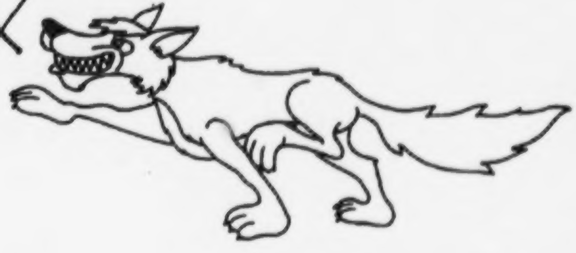


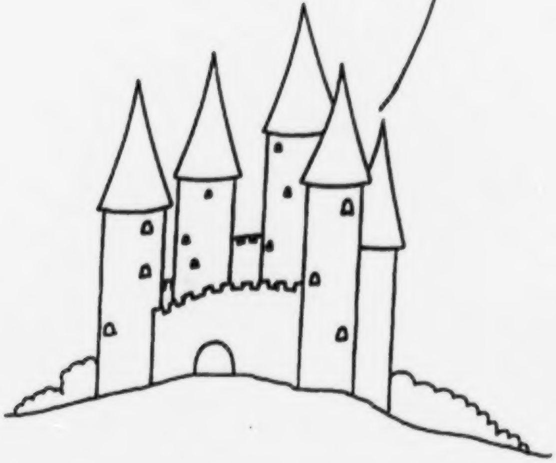
Draw a line to match these storybook characters.

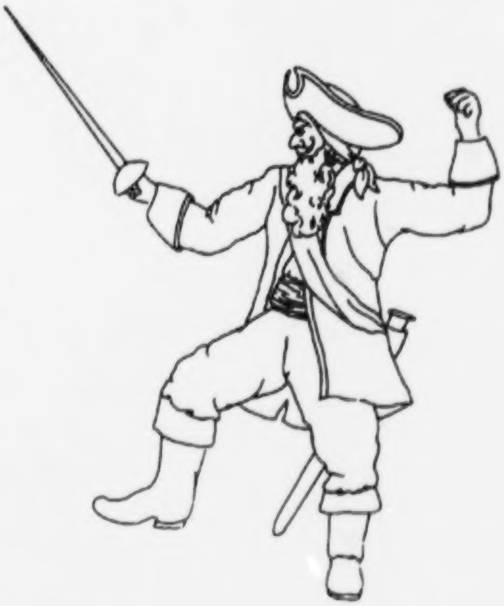






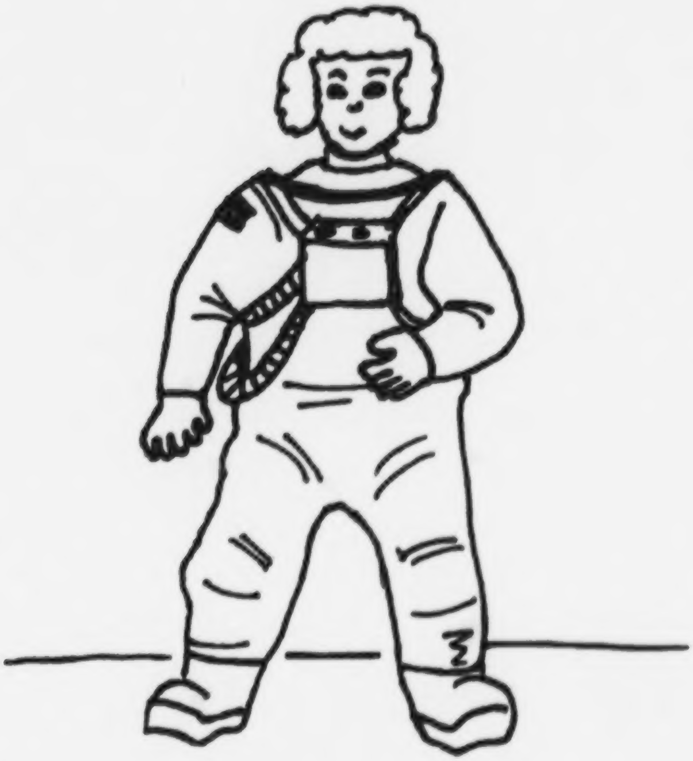


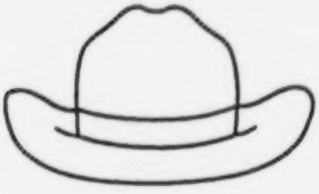


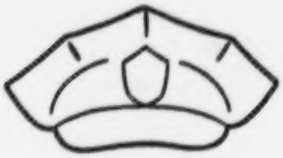


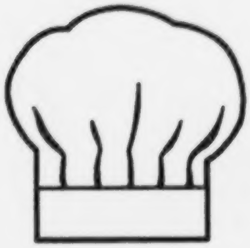
This astronaut is getting ready to take a walk in space. Which hat will she need?

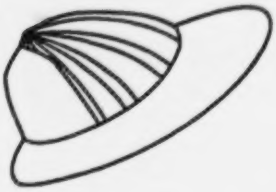
Draw a line from the astronaut to her hat.

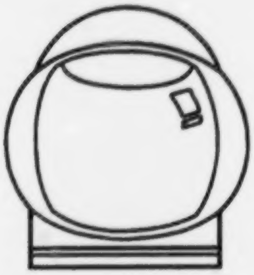




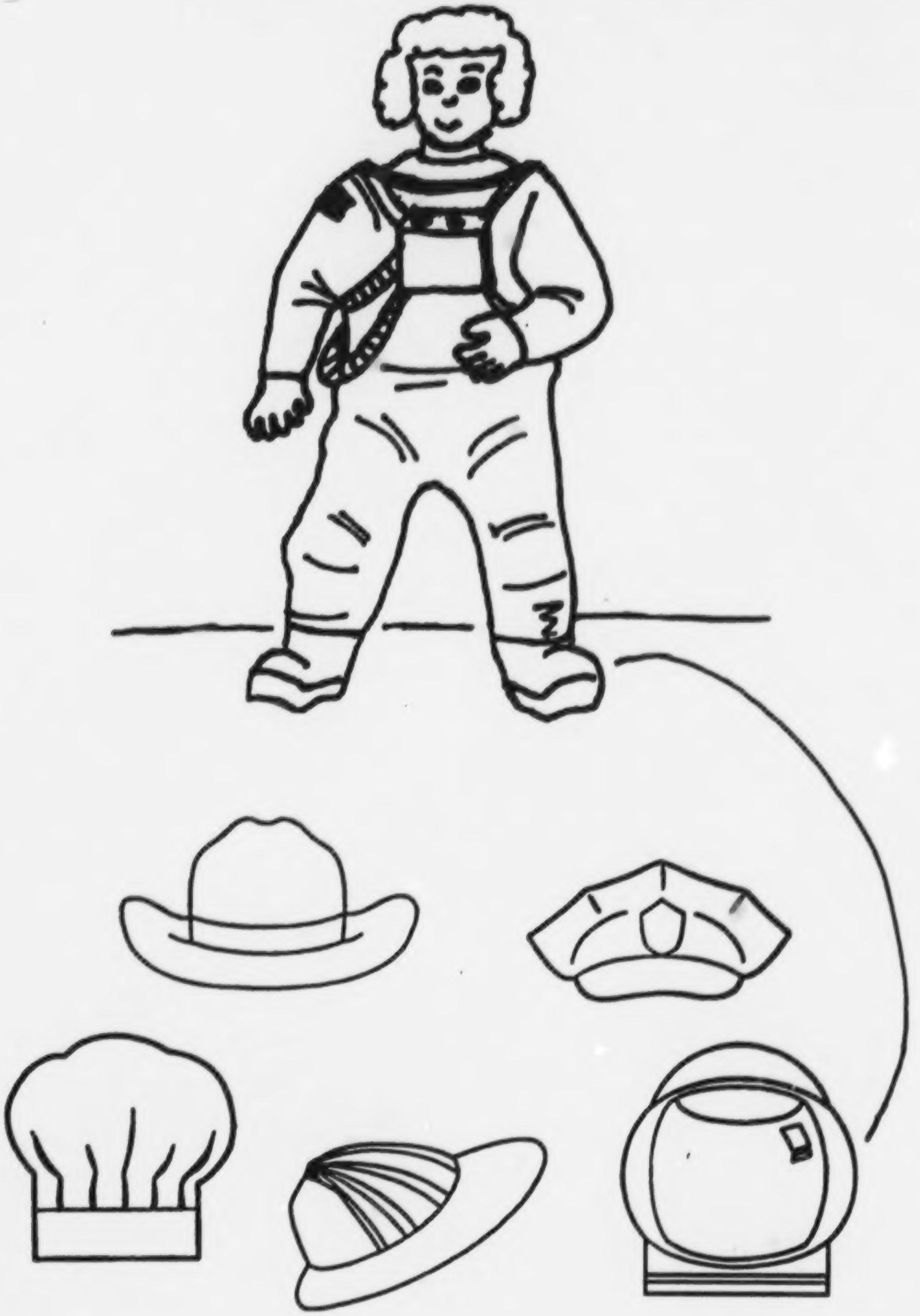






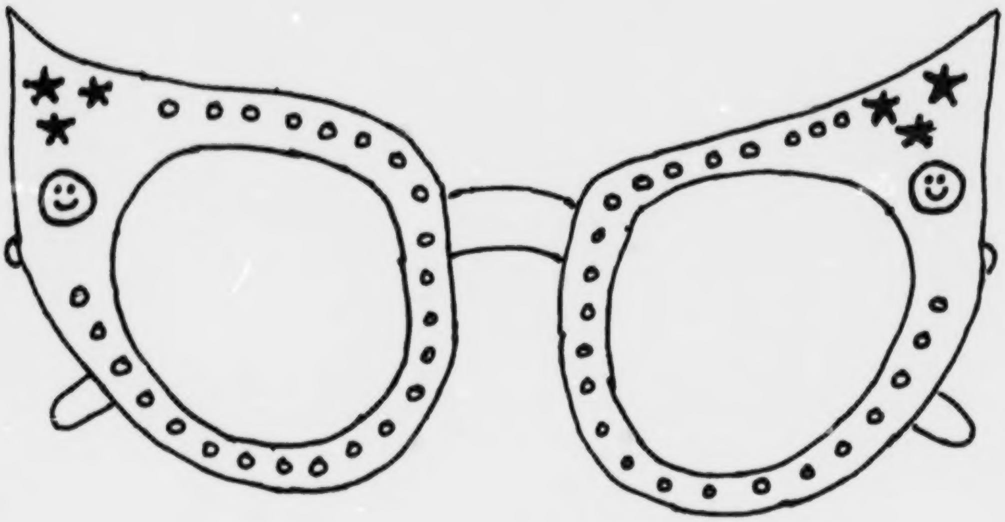


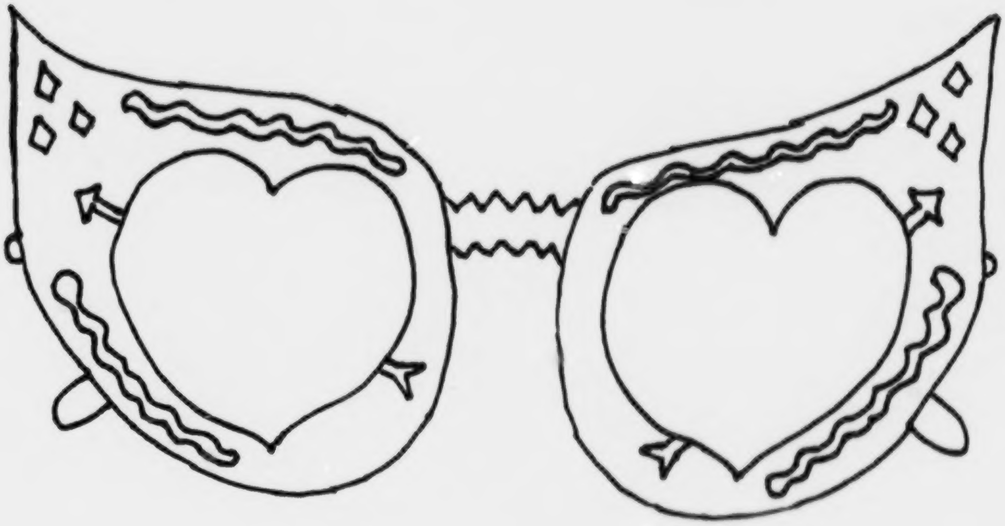
This astronaut is getting ready to take a walk in space. Which hat will she need?
Draw a line from the astronaut to her hat.



Star "Shades"

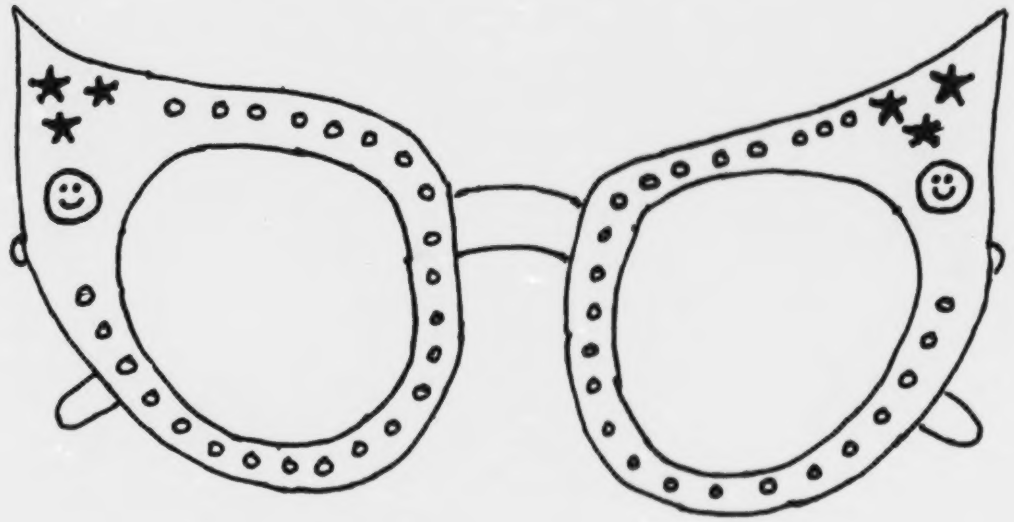
Can you find five differences between these two pair of sunglasses?

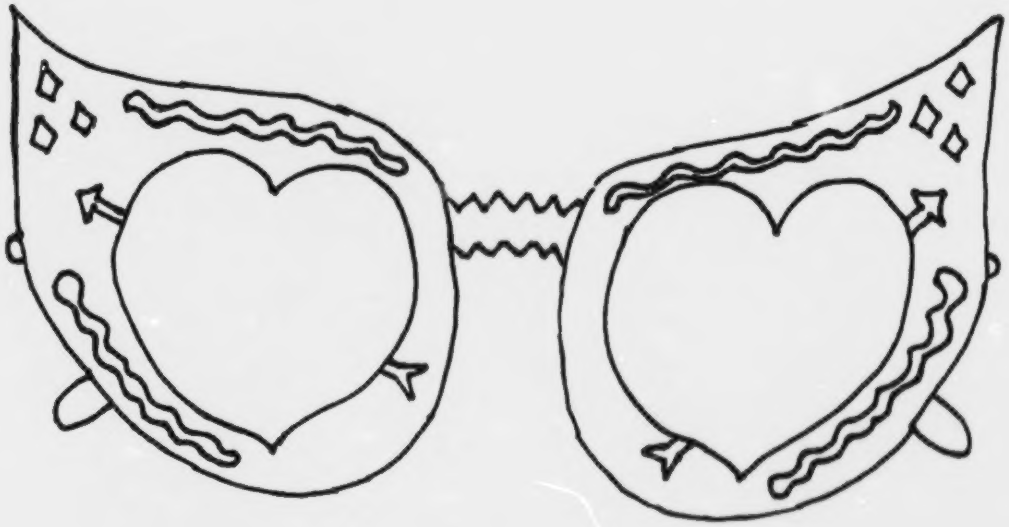




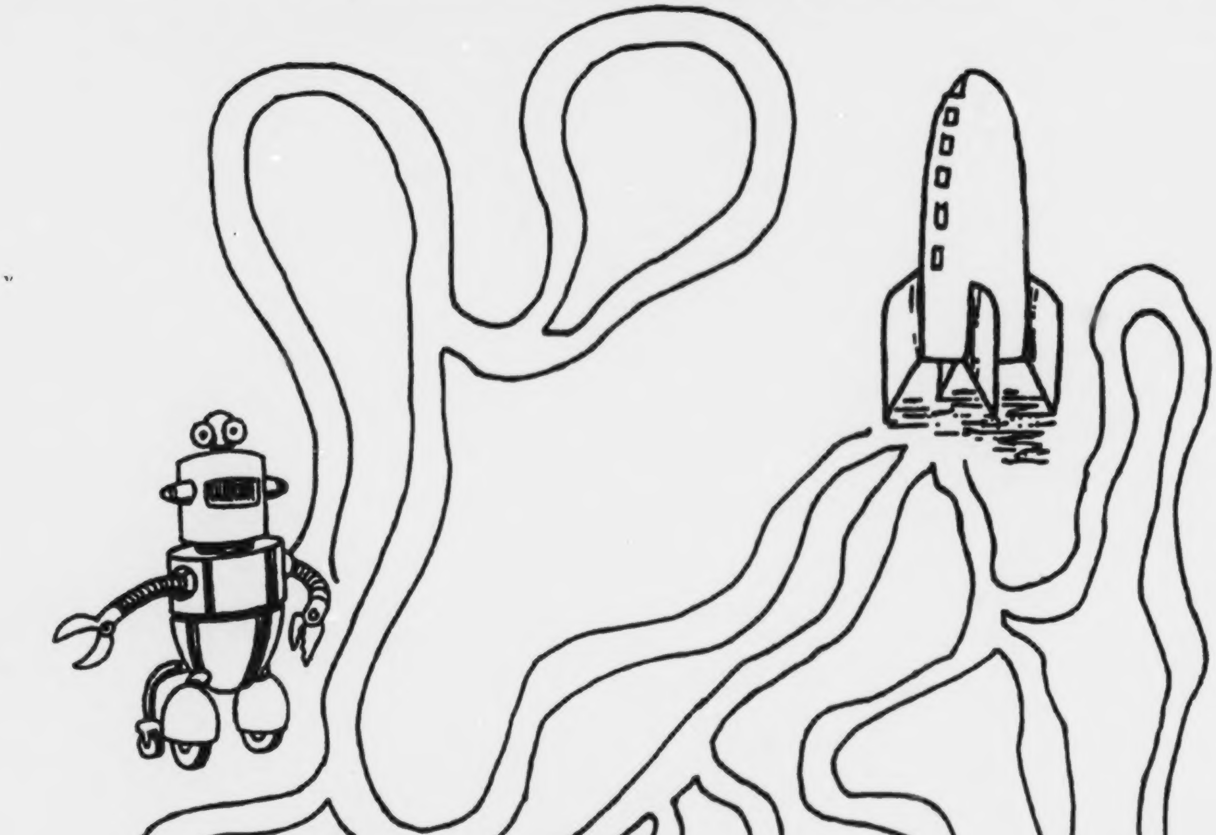
Star "Shades" Answers:

1. One of the "shades" has round lens holes; the other is heart-shaped.
2. One of the "shades" has stars on it; the other has diamonds.
3. One of the "shades" has circles on the frame; the other has wiggly lines.
4. One of the "shades" has smiley faces on it; the other has arrows.
5. The shape of the nosepiece is different.

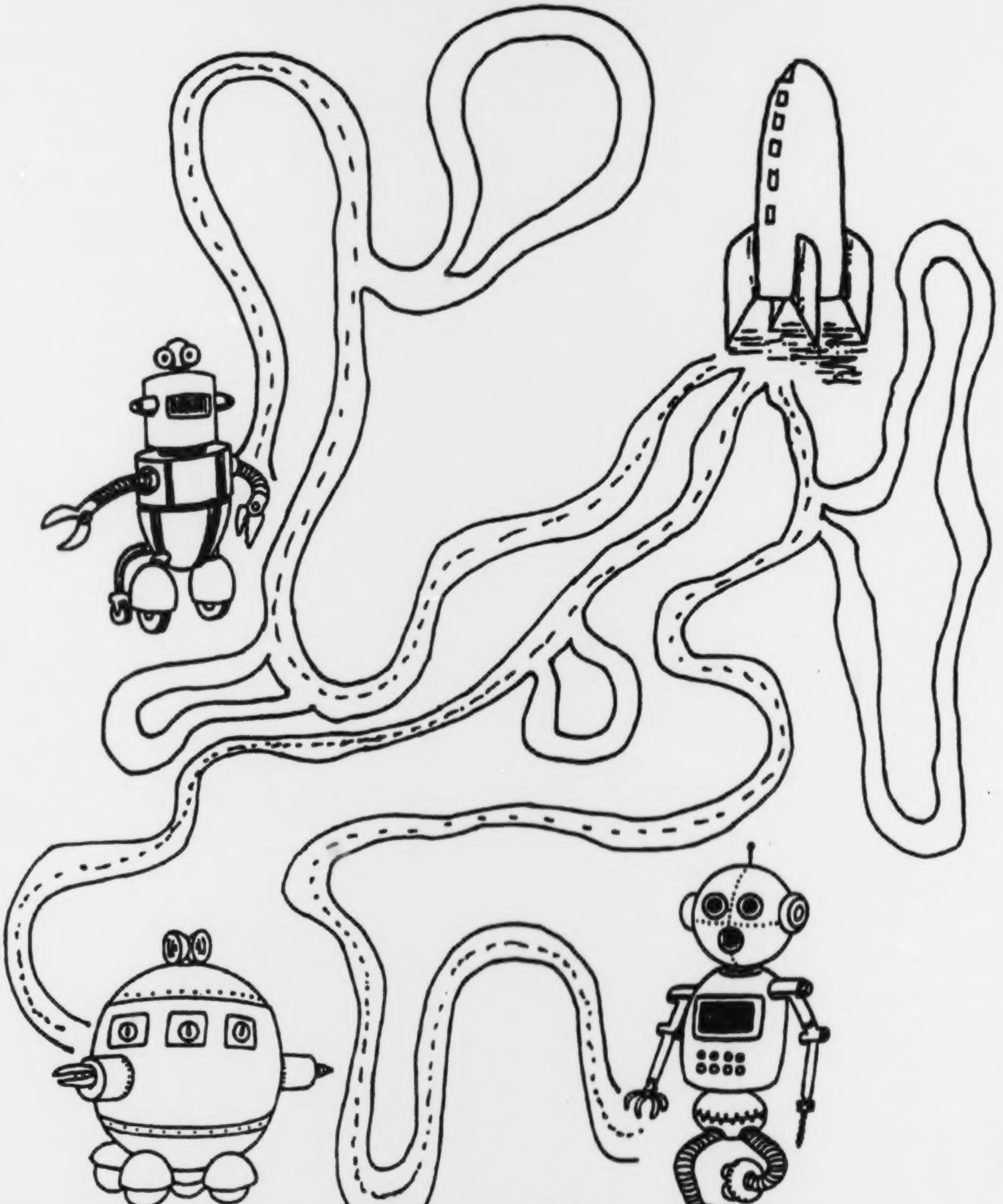




These robots need to return to their spaceship.
Can you find the shortest way for each of them?

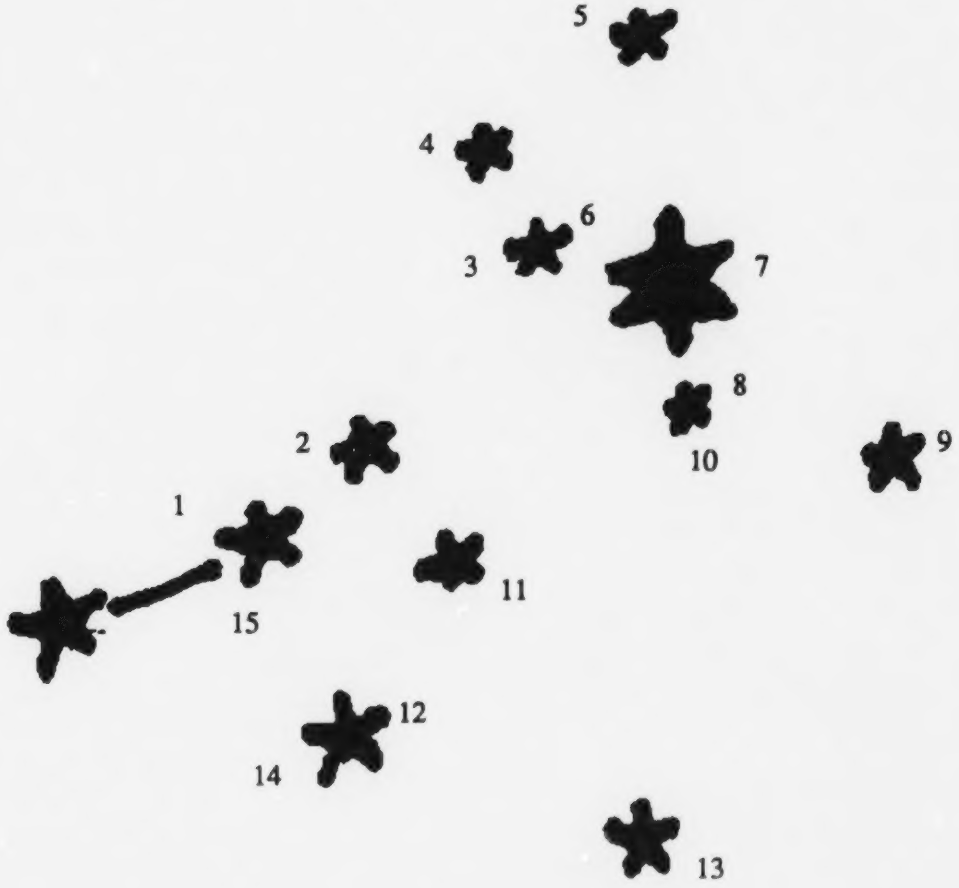


These robots need to return to their spaceship.
Can you find the shortest way for each of them?

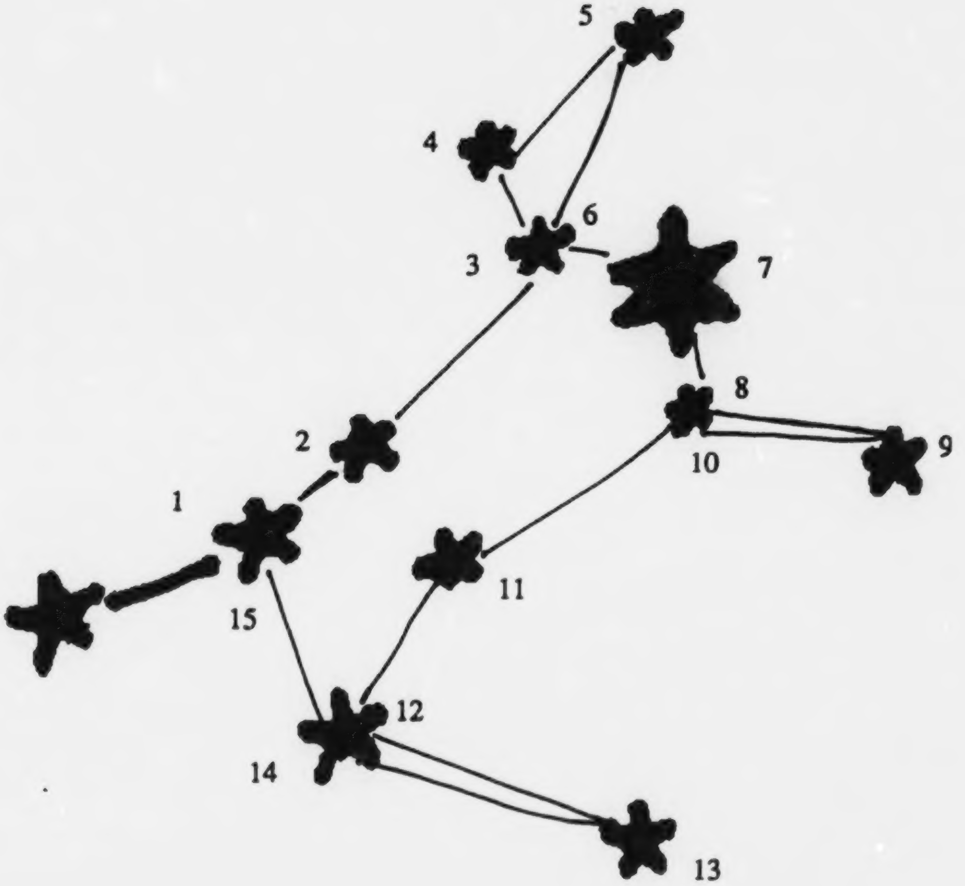


Connect-the-dots Constellation

Connect the stars to find a picture of a constellation. Can you guess which one it is?


5
4
6
3
7
8
2
10
9
1
11
15
12
14
13

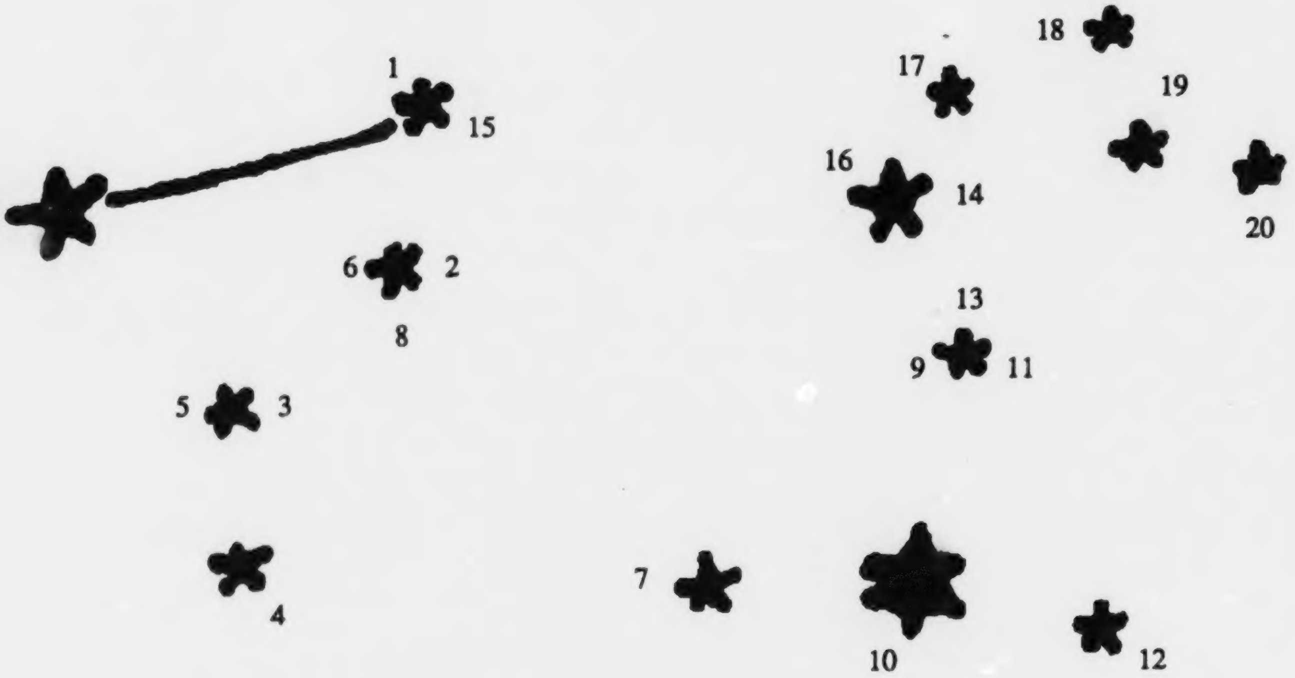
This constellation is the dog.


5
4
6
3
7
8
2
9
10
1
11
15
12
14
13

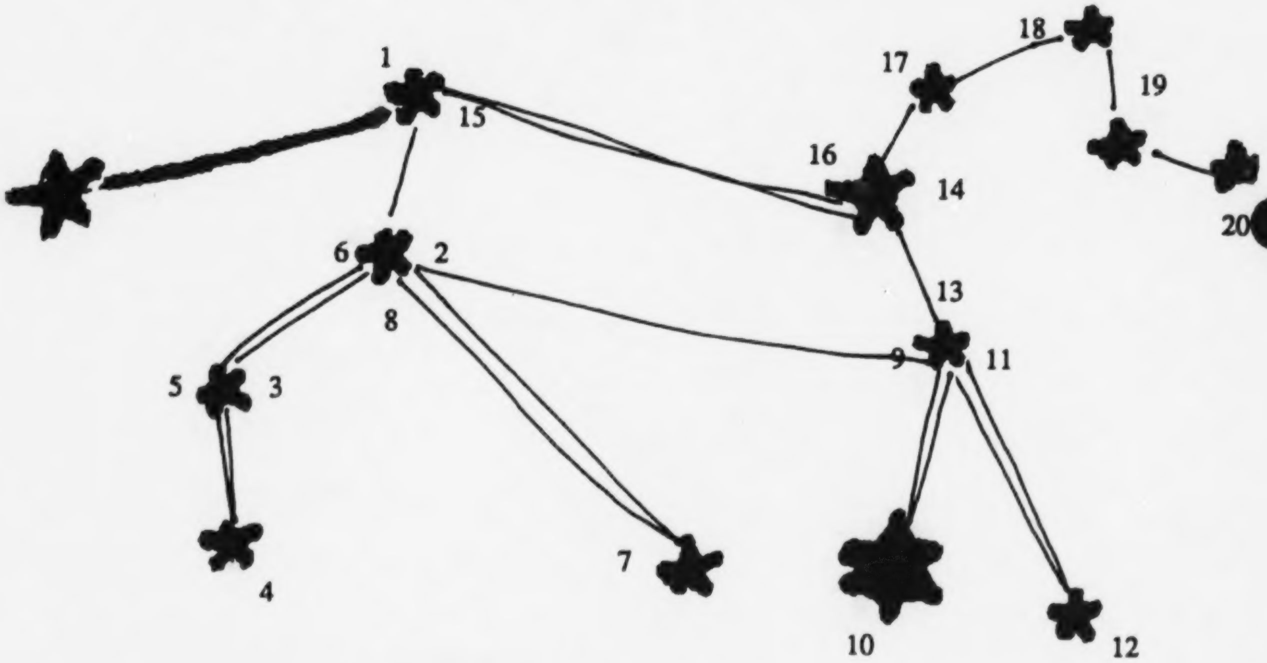
This is the constellation for Canis Major, or the Big Dog. This is also called Sirius sometimes, for the name of the brightest star in the constellation.

Connect-the-dots Constellation

Connect the stars to find a picture of a constellation. Can you guess which one it is?


1
15
6
2
8
5
3
4
7
10
12
9
11
13
16
14
17
18
19
20

The constellation is a horse.


1
15
17
18
19
16
14
20
6
2
8
13
9
11
5
3
4
7
10
12

This is the constellation for Leo, the Lion

YOU CAN BE A STAR!

Preschool - Grade 1

Books

The following books are recommended:

Actors and the theater:

Craig, Helen. *Angelina on Stage.* When Cousin Henry gets all the attention in the grown - up musical in which they have roles, Angelina becomes jealous, but she demonstrates her fondness for him when a crisis occurs on opening night.

Greenfield, Eloise. *Grandpa's Face.* Seeing her beloved grandfather making a mean face while he rehearses for one of his plays, Tamika becomes afraid that someday she will lose his love and he will make that mean face at her.

Hoffman, Mary. *Amazing Grace.* Although a classmate says she cannot play Peter Pan in the school play because she is black, Grace discovers that she can do anything she sets her mind to do.

Johnson, Dolores. *The Best Bug to Be.* At first disappointed at getting the role of a bumblebee instead of one of the leads in the school play, Kelly makes her part the best one of all.

Leedy, Loreen. *The Bunny Play.* When the bunnies decide to put on a musical stage version of Little Red Riding Hood, they all work hard in the various areas of acting, directing, set design, publicity and costumes.

McCully, Emily Arnold. *Speak Up, Blanche!* Stagestruck Blanche would like to be part of a theatrical bear troupe's new play, but her shyness causes problems until she discovers a special talent of her very own.

Schwartz, Harriet Berg. *Backstage with Clawdio.* Clawdio, the theater cat, describes how he keeps everything running smoothly backstage during a production of "Peter Pan."

Movies and television:

Brown, Marc Tolon. *The Bionic Bunny Show.* As an ordinary rabbit in real life is portrayed as a bionic bunny on his television series, the reader views all the production efforts that provide that illusion.

Novak, Matt. *Mouse TV.* Each member of the Mouse family wants to watch something different on television, but they discover a solution to their problem one night when the television does not work.

Schwartz, Henry. *Albert Goes Hollywood.* Liz gets to keep her pet dinosaur Albert when she finds him a job in the movies.

Artists:

Agee, Jon. *The Incredible Painting of Felix Clousseau.* A painter becomes famous when his paintings come to life.

Anholt, Laurence. *Camille and the Sunflowers: A Story About Vincent Van Gogh.* Despite the decision of their neighbors, a young French boy and his family befriend the lonely painter who comes to their town and begin to admire his unusual paintings.

Borovsky, Paul. *The Strange Blue Creature.* A strange blue creature threatens to eat all the crayons in a tiny kingdom, until the princess shows him how they are used.

Cooney, Barbara. *Hattie and the Wild Waves: A Story from Brooklyn.* A young girl from Brooklyn, New York enjoys her summer at the beach where she can paint and listen to the wild waves.

De Paola, Tomie. *The Art Lesson.* Having learned to be creative in drawing pictures at home, young Tommy is dismayed when he gets to school and finds the art lesson there is much more regimented.

Dunrea, Olivier. *The Painter who Loved Chickens.* An artist, who loves to paint chickens, finally finds someone that appreciates his pictures.

Hest, Amy. *Nana's Birthday Party.* Maggie, who writes stories, and her cousin Brette, who paints pictures, combine their talents to create the grandest present ever for their grandmother Nana's birthday.

Markun, Patricia Maloney. *The Little Painter of Sabana Grande.* Lacking paper, a young Panamanian artist paints the outside of his adobe home.

Thomas, Abigail. *Pearl Paints.* Using her new set of watercolors, Pearl paints a masterpiece.

Wadded, Martha. *Alice, the Artist.* After trying to please her friends by including their suggestions in her picture, Alice decides that it is best to paint it her way.

Musicians:

Brett, Jan. *Berlioz the Bear.* Berlioz the bear and his fellow musicians are due to play for the town ball when the mule pulling their bandwagon refuses to move. A strange buzzing in Berlioz's double bass turns into a surprise that saves the day.

Hurd, Thatcher. *Mama Don't Allow: Starring Miles and the Swamp Band.* Miles and the Swamp Band have the time of their lives playing at the Alligator Ball, until they discover the menu includes Swamp Band.

Isadora, Rachel. *Ben's Trumpet.* Ben wants to be a trumpeter, but plays only an imaginary instrument until one of the musicians in a neighborhood night club discovers his ambition.

London, Jonathan. *Hip Cat.* Hip Cat journeys to the city by the bay to live his dream of being a jazz musician.

Martin, Bill. *The Maestro Plays.* Pictures accompany a brief rhyming story describing the antics and sound of a violinist's recital.

McCully, Emily Arnold. *The Amazing Felix.* Felix has been practicing a magic trick instead of the piano and is worried about disappointing his musician father, but then he gets to be a hero in the castle where his father is performing.

Rayner, Mary. *Garth Pig Steals the Show.* During a musical concert for the mayor, the family Pig Players discover that their newest member, a lady sousaphonist, likes pigs just a little too much.

Sebastian, John. *J.B.'s Harmonica.* After continually being compared to his father, a famous harmonica player, J.B. decides not to play his harmonica anymore until she realizes that he can be a musician and be himself.

Dancing:

Asch, Frank. *Moondance.* Bear fulfills his dream of dancing with the moon.

Babbitt, Natalie. *Nellie: A Cat on her Own.* When a cat marionette is left alone, a real cat takes her away to a moonlit hilltop where they dance together.

Daly, Niki. *Papa Lucky's Shadow.* With his granddaughter's help, Papa Lucky takes his love of dancing onto the street and makes some extra money.

Edwards, Richard. *Moles Can Dance.* Despite being told by all the other animals that moles cannot dance, a mole persists in trying and proves them wrong.

Isadora, Rachel. *Max.* Max finds a new way to warm up for his Saturday baseball game -- his sister's dancing class.

Martin, Bill. *Barn Dance!* Unable to sleep on the night of a full moon, a young boy follows the sound of music across the fields and finds an unusual barn dance in progress.

Patrick, Denise Lewis. *Red Dancing Shoes.* Delighted with her shiny new red shoes, a little girl dances through town to show them off to everyone she knows.

Schroeder, Alan. *Ragtime Tumpie.* Tumpie, a young black girl who will later become famous dancer Josephine Baker, longs to find the opportunity to dance amid the poverty and vivacious street life of St. Louis in the early 1900's.

Spinelli, Eileen. *Boy, Can He Dance!* Although his father wants him to follow the family tradition and become a chef, a young boy would much rather dance.

Walsh, Ellen Stoll. *Hop Jump.* Bored with just hopping and jumping, a frog discovers dancing.

BIBLIOGRAPHY

Babcock, Chris. *No Moon, No Milk.* New York: Random House, 1995 ISBN 0517885409 (pb.)

Barton, Byron. *I Want to be an Astronaut.* New York: Crowell, 1988 ISBN 06900474 1

Bradman, Tony. *It Came from Outer Space.* New York: Dial, 1992 (o.p.)

Buller, Jon. *Space Rock.* New York: Random House, 1988 (o.p.)

Coffelt, Nancy. *Dogs in Space.* San Diego: Harcourt Brace Jovanovich, 1993. ISBN 0152004408

Conlon-McKenna, Marita. *Little Star.* Boston: Little, Brown, 1993 ISBN 051713831X (pb.)

Elzbieta. *Dikou and the Baby Star.* New York: T.Y. Crowell, 1988 (o.p.)

Freeman, Don. *Space Witch.* New York: Viking, 1959 ISBN 0140503463 (pb.)

Gerstein, Mordicai. *The Sun's Day.* New York: Harper and Row, 1989 (o.p.)

Gutierrez, Douglas. *The Night of the Stars.* Brooklyn, NY: Kane/Miller, 1988 ISBN 0916291170

Hines, Anna Grossnickle. *Sky All Around.* NewYork: Clarion, 1989 ISBN 0899198015

Leedy, Loreen. *Postcards from Pluto: A Tour of the Solar System.* New York: Holiday House, 1993 ISBN 0823410005

Luttrell, Ida. *The Star Counters.* New York: Tambourine, 1994 ISBN 0688121500

MacDonald, Suse. *Space Spinners.* New York: Dial, 1991 (o.p.)

Pinkwater, Daniel Manus. *Guys from Space.* New York: Macmillan, 1989 ISBN 0027746720

Sadler, Marilyn. *Alistair in Outer Space.* Englewood Cliffs, NJ: Prentice-Hall, 1985 ISBN 0671666789

Willis, Jeanne. *Earth Weather as Explained by Professor Xargle.* New York: Dutton, 1993 ISBN 0525450254

Willis, Jeanne. *The Long Blue Blazer.* New York: Dutton, 1987 (o.p.)

Yorinks, Arthur. *Company's Coming.* New York: Crown, 1988 (o.p.)

MORE BIBLIOGRAPHY

Actors and the theater:

Craig, Helen. *Angelina on Stage.* New York: C. N. Potter, 1986. ISBN 0517560739

Greenfield, Eloise. *Grandpa's Face.* New York: Philomel Books, 1988. ISBN 0399215255

Hoffman, Mary. *Amazing Grace.* New York: Dial, 1991. ISBN 0803710402

Johnson, Dolores. *The Best Bug to Be.* New York: Macmillan, 1992. ISBN 0027478424

Leedy, Loreen. *The Bunny Play.* New York: Holiday House, 1988. ISBN 0823406792

McCully, Emily Arnold. *Speak Up, Blanche!* New York: Harper Collins, 1991. (o.p.)

Schwartz, Harriet Berg. *Backstage with Clawdio.* New York: Knopf, 1993. (o.p.)

Movies and television:

Brown, Marc Tolon. *The Bionic Bunny Show.* Boston: Little, Brown, 1984. ISBN 0316109924(pb.)

Novak, Matt. *Mouse T.V.* New York: Orchard, 1994. ISBN 0531087069

Schwartz, Henry. *Albert Goes Hollywood.* New York: Orchard, 1992. ISBN 0531059804

Artists:

Agee, Jon. *The Incredible Painting of Felix Clousseau.* New York: Farrar, Strauss & Giroux, 1988. ISBN 0374336334

Anholt, Laurence. *Camille and the Sunflowers: A Story About Vincent Van Gogh.* Hauppage, NY: Barrons, 1994. ISBN 9812064097

Borovsky, Paul. *The Strange Blue Creature.* New York: Hyperion, 1993. (o.p.)

Cooney, Barbara. *Hattie and the Wild Waves: A Story from Brooklyn.* New York: Viking, 1990. ISBN 0670830569

DePaola, Tomie. *The Art Lesson.* New York: Putnam, 1989. ISBN 039921688X

Hest, Amy. *Nana's Birthday Party.* New York: Morrow, 1993. ISBN 0688074987

Markun, Patricia Maloney. *The Little Painter of Sabana Grande.* New York: Bradbury, 1992. ISBN 0027622053

Thomas, Abigail. *Pearl Paints.* New York: Holt, 1994. ISBN 0805029761

Waddell, Martin. *Alice The Artist* , New York: Dutton, 1988. ISBN 0525443851

Musicians:

Brett, Jan. *Berlioz the Bear.* New York: Putnam, 1991. ISBN 0399222480

Hurd, Thatcher. *Mama Don't Allow: Starring Miles and the Swamp Band.* New York: Harper & Row, 1984. ISBN 0060226900

Isadora, Rachel. *Ben's Trumpet.* New York: Greenwillow, 1979. ISBN 0688801943

London, Jonathan. *Hip Cat.* San Francisco, CA: Chronicle Books, 1993. ISBN 0811803155

Martin, Bill. *The Maestro Plays.* New York: Holt, 1994. ISBN 0805017461

McCully, Emily Arnold. *The Amazing Felix.* New York: Putnam, 1993. ISBN 0399224289

Rayner, Mary. *Garth Pig Steals the Show.* New York: Dutton, 1993. ISBN 0525450238

Sebastian, John. *J.B.'s Harmonica.* San Diego: Harcourt, Brace, Jovanovich, 1993. ISBN 0152400915

Dancing:

Asch, Frank. *Moondance.* New York: Scholastic, 1993. ISBN 0590454870

Babbitt, Natalie. *Nellie: A Cat on her Own.* New York: Farrar, Strauss & Giroux, 1989. ISBN 0374355061

Edwards, Richard. *Moles Can Dance.* Cambridge, MA: Candlewick Press, 1994. ISBN 1564023532

Isadora, Rachel. *Max.* New York: Macmillan, 1976. ISBN 002747450X

Martin, Bill. *Barn Dance!* New York: Henry Holt, 1986. ISBN 0805000895

Patrick, Denise Lewis. *Red Dancing Shoes.* New York: Tambourine Books, 1993. ISBN 0688103936

Schroeder, Alan. *Ragtime Tumpie.* Boston: Joy Street Books, 1993. ISBN 0316775045 (pb.)

Spinelli, Eileen. *Boy, Can He Dance!* New York: Macmillan, 1993. ISBN 0027863506

Walsh, Ellen Stoll. *Hop Jump.* San Diego: Harcourt, Brace, Jovanovich, 1993. ISBN 0152928715

DISPLAYS AND DECORATIONS

BULLETIN BOARD

1. Cover board with black poster board.

2. Make planets and arrange them in planetary order.

3 Have children color and cut out a spaceship of their choosing. (be sure each child puts his or her name on their spaceship)

For their interplanetary travel, all ships will take off from and return to Earth. You decide how much time spent reading, or number of books read is required to travel from planet to planet. Top readers will be those who successfully travel to all the planets and return to Earth. Be sure to include the constellations in your design. Space travel can be tracked each week.

DECORATIONS

1. SPACESHIP:

   Create a paper mache spaceship using chicken wire, newspaper and watered down glue. This can be as big or small as you choose; 6 feet, 7 feet, etc. The option is yours. Paint it whatever colors you wish. Once completed, have all the children sign it.

2. INTERPLANETARY CEILING:

   Using black poster board and fluorescent paint, paint stars and constellations onto the poster board. Attach to the ceiling with staples. Doing this will not harm the ceiling. Cut out he planets according to size, paint and hang from the ceiling; creating your very own galaxy.

Bulletin Boards

Silhouette Sky:

Choose a dark blue paper, using a toothbrush and white or yellow spatter "stars" in the night sky. Add a paper moon and a hazy looking Milky Way, the Aurora Borealis and any other touches in chalk.

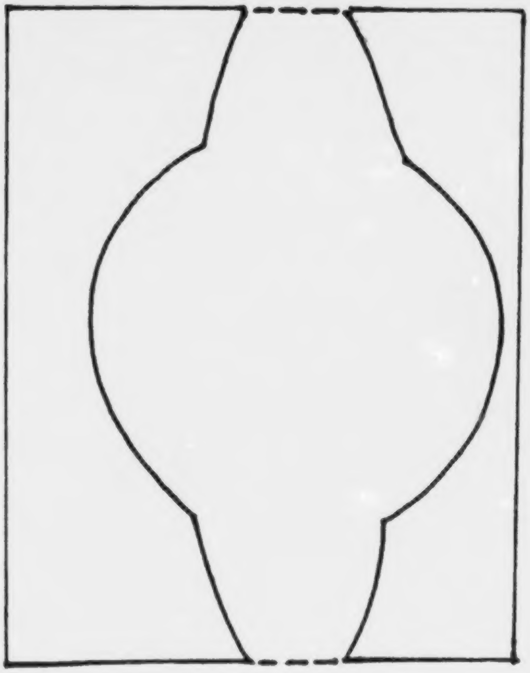
Using black paper, cut a silhouette of a city with skyscrapers, trees, hills, etc. Staple this over the blue background. Use foil for space shuttles or orbiting space craft, UFO's etc.

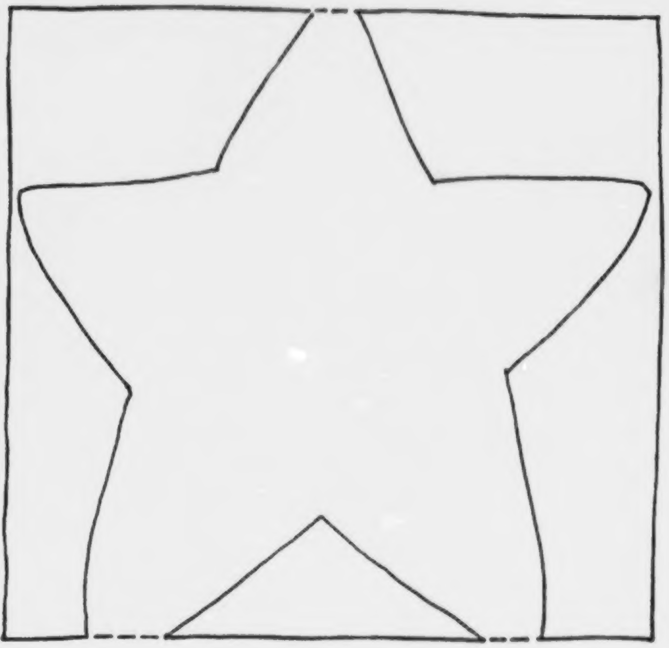
Bulletin Boards

Borders:

Stars - Accordion fold strips of gold or silver foil to match the size of the star pattern. Trace the pattern onto paper and cut. Be sure the dotted lines touch the folds and do not cut them.

Planets - Accordion fold strips of black or dark paper. After cutting the planets out use colored chalk to give them a hazy appearance (turn the chalk sideways).

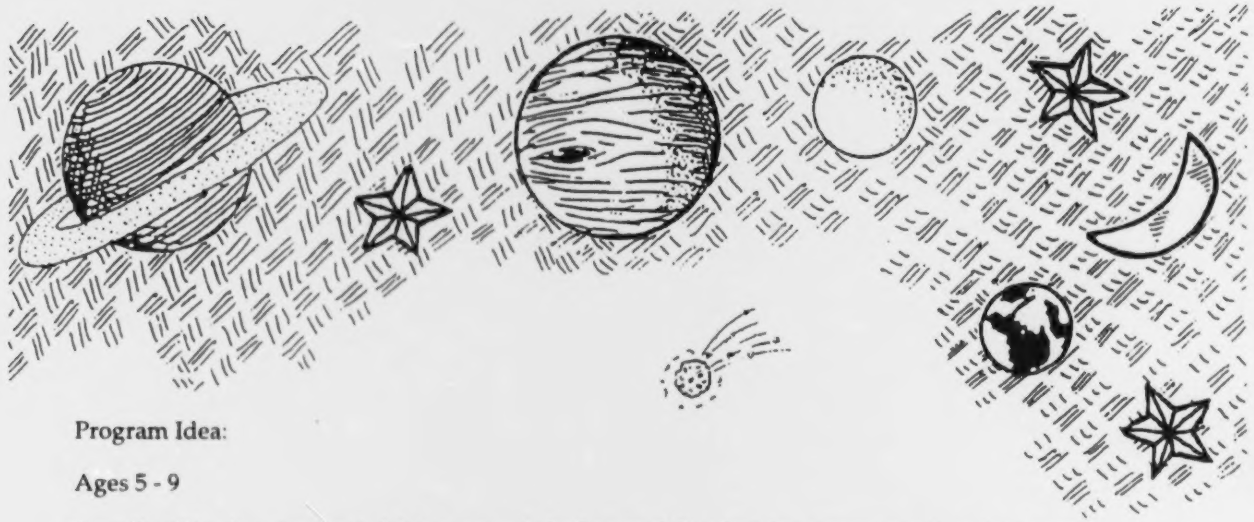




Bulletin Board idea:

Using either a black or dark blue background, add stars of different sizes made out of white paper or foil. In the center of each star, using cutouts from old catalogs or posters, add pictures of covers of books. Heading could be:

"THESE ARE SOME OF OUR BIGGEST STARS"
"THE BRIGHTEST STARS THIS SUMMER"



Program Idea:

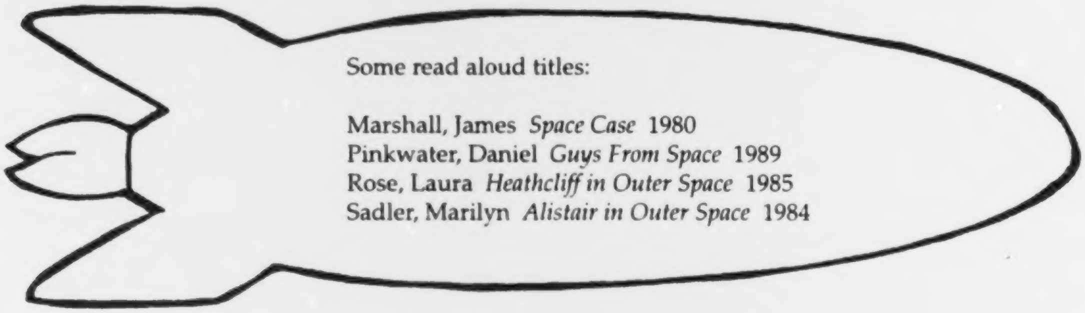
Ages 5 - 9

Supplies: Use items collected from around the house, 2 liter bottles, paper towel, toilet paper rolls, buttons, jar and margarine lids, etc. Also use art supplies such as markers, feathers, pipe cleaners, construction paper, etc.

After reading stories to the group on space, let the kids design and make their own spaceship. These can be used to decorate the room for the summer. Hang from the ceiling around the room.

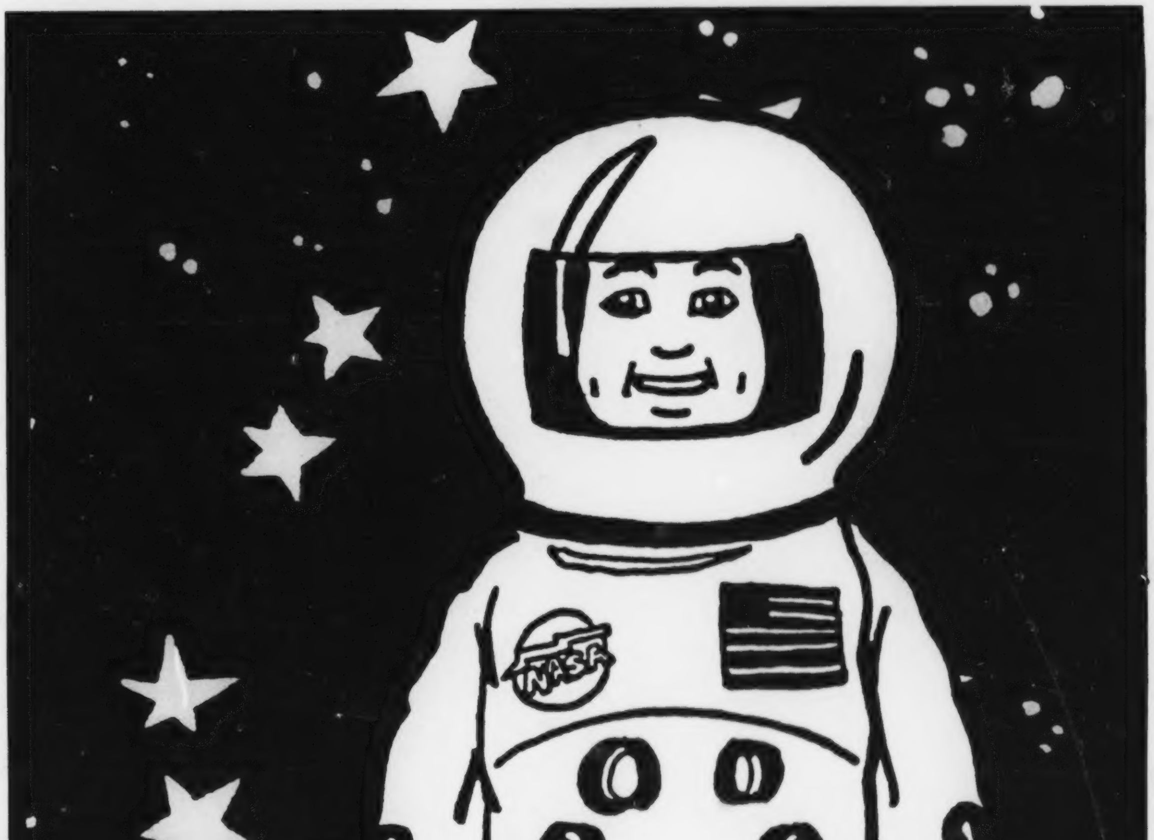
Ideas for spaceships:

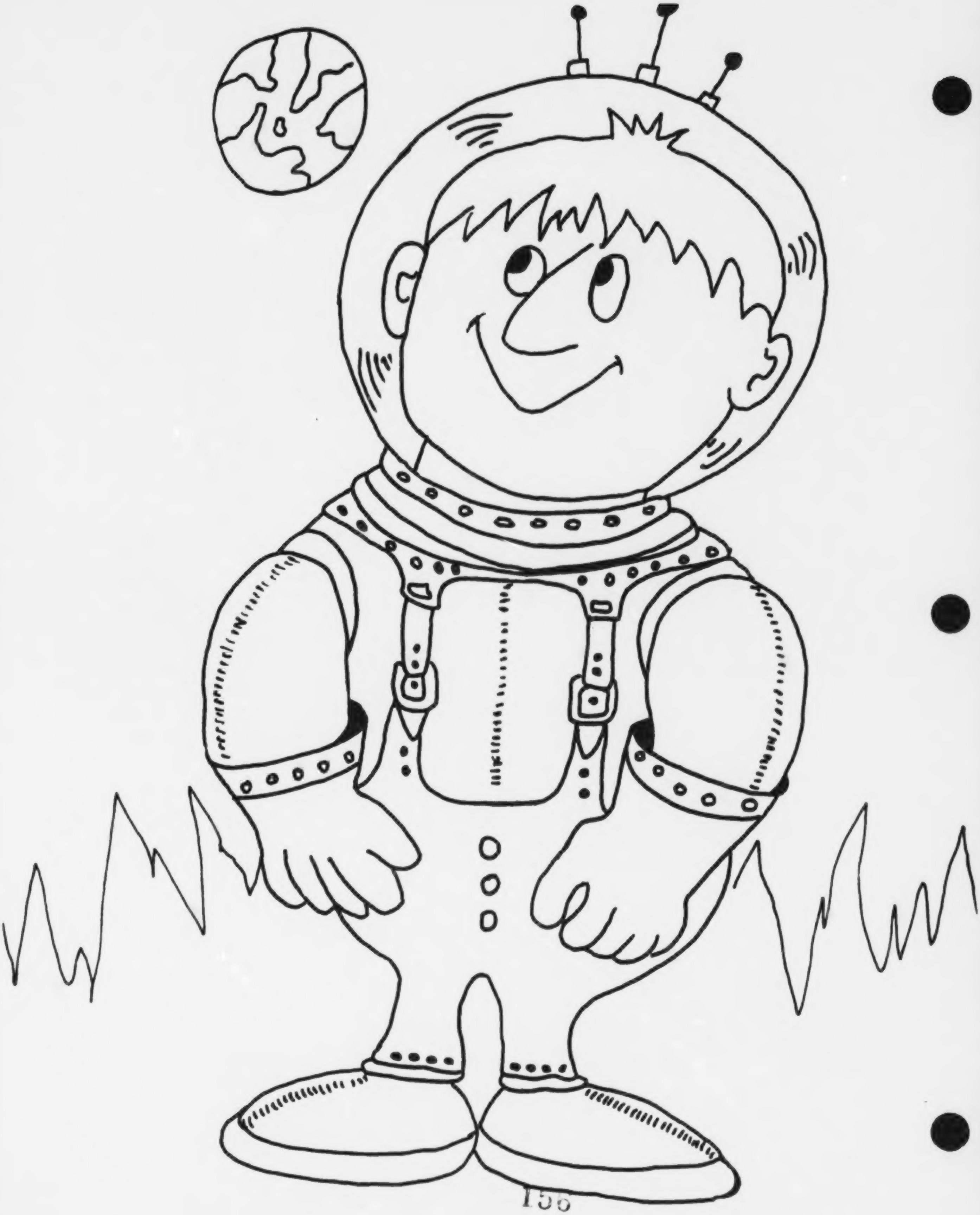
Blocksma, Mary *Easy to Make Spaceships That Really Fly* Prentice Hall 1983
Blocksma, Mary *Space-Crafting Invent Your Own Flying Space Ship* Prentice Hall 1986
Green, Jen *Make Fantastic Aliens and Spaceships* Glaucester Press 1992

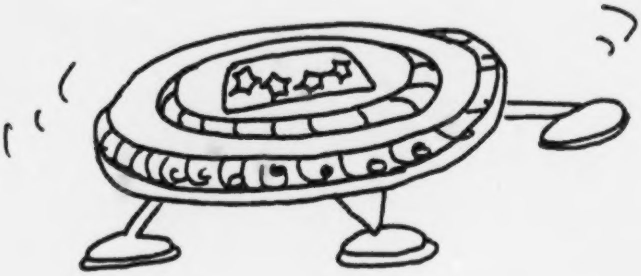


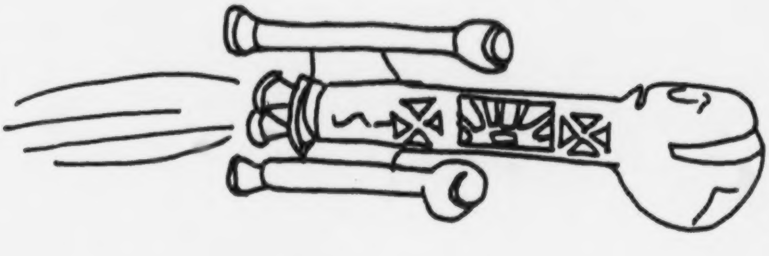
Some read aloud titles:

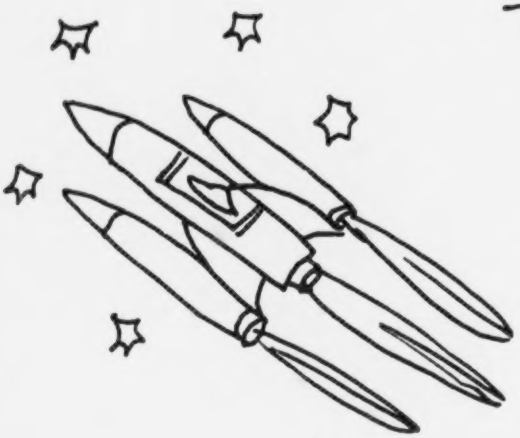
Marshall, James *Space Case* 1980
Pinkwater, Daniel *Guys From Space* 1989
Rose, Laura *Heathcliff in Outer Space* 1985
Sadler, Marilyn *Alistair in Outer Space* 1984

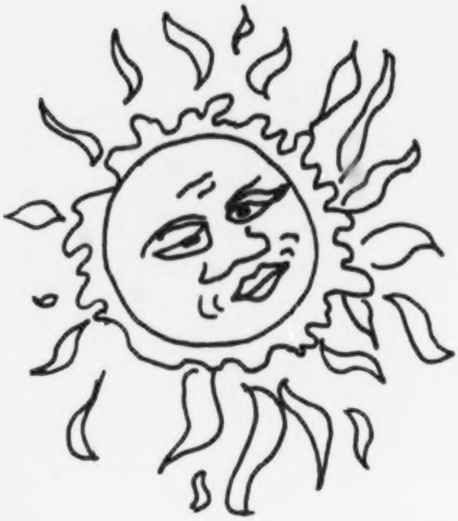

NASA

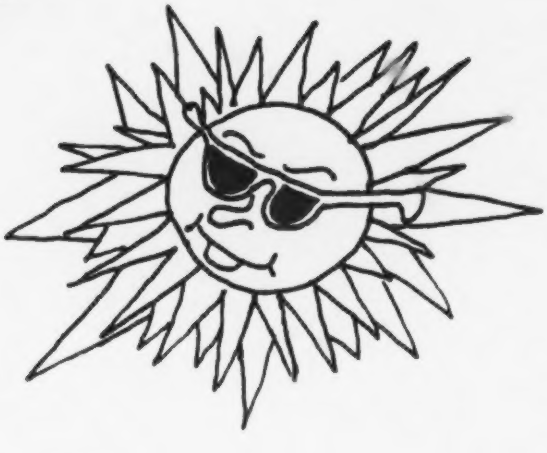




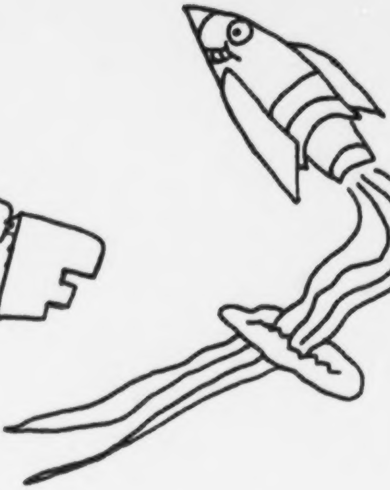


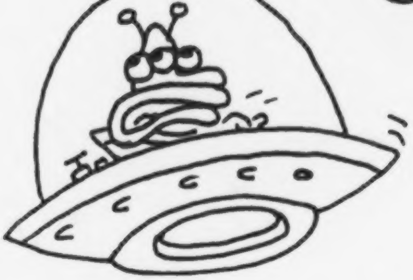


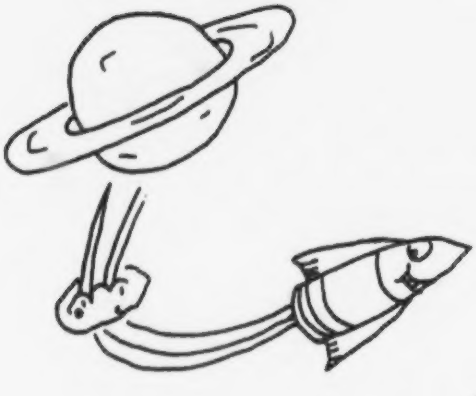


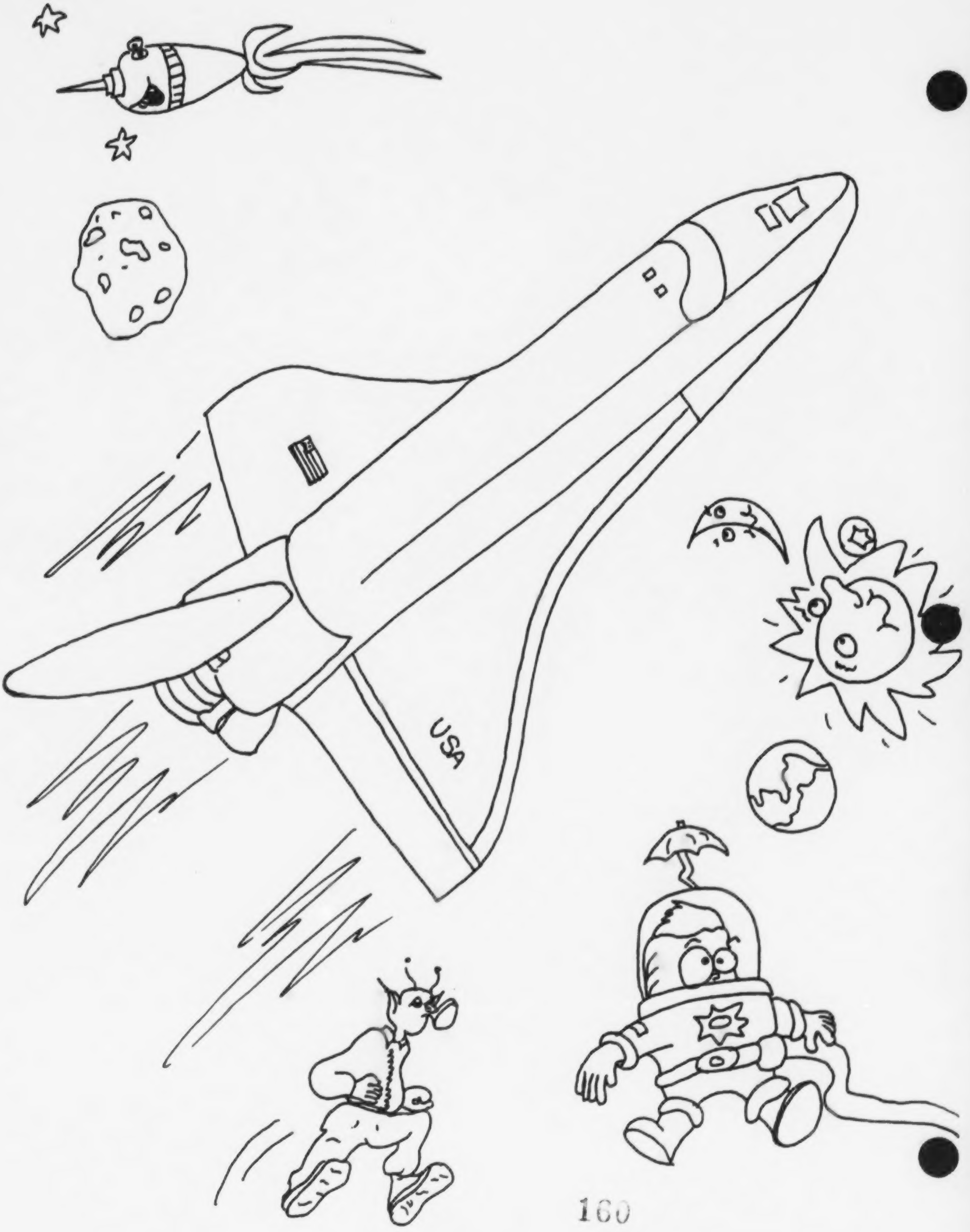


BLAST OFF WITH BOOKS








USA

Coyote Helps Decorate the Night

Retold By Harold Courlander

The Hopi have lived for centuries in the American Southwest, where vast night skies sparkle because of Coyote's handiwork.

In the beginning, before people came, there were only animals on the earth. It was the animals who arranged things. They all worked except Coyote. He was lazy. He merely watched. The other animals put the rivers where they are now, so that there would be water to drink. They put mountains here and there for beauty. They made trees and forests for shade. They made grass grow. They created the desert, putting down sand and all kinds of rocks, and then to make the desert attractive to look at, they painted the rocks pink and yellow and other colors. They caused cactus to grow, and put lakes in different places.

They looked at what they had done and said, "It is not enough." So they made mesas and canyons. They went on decorating the earth every way they could think of. And finally, when things were nearly finished, they did one more thing. They made hundreds and hundreds of small, shiny objects with which they planned to complete their work. But they didn't know what to do with them. Some said, "Put them on the mountains." Some said, "Sprinkle them around the desert." Some said, "Hang them in the trees." They could not agree. So they left the pile of shiny objects on the ground and went home to sleep.

While they slept, Coyote came to see what they had been doing all day. He sniffed at the objects. He picked one up and examined it closely. "What is this?" he said. And seeing no use for it, he tossed it into the air. He picked up another and looked at it. "What is this good for?" he said. And he tossed it over his shoulder. Again he picked up one of the objects. "What is this supposed to be?" He threw it away in disgust. One by one he examined the shiny things, and finding them not good to eat nor useful in any way, he threw them into the air, until at last they were all gone.

Then he looked up into the sky and saw them where he had thrown them, tiny spots of light in the darkness. This is how the stars came to be where they are. Coyote, the busybody, is responsible.[1]

---

[1] Taken from: *Sea To Shining Sea: A treasury of American Folklore and Folk Songs.* Compiled by Amy L. Cohn.

Grandmother Spider Steals the Sun

Retold By James Mooney

Possum has a tail without fur. Buzzard has a head without feathers. Why? Because both tried to steal the sun—and failed. Can quick-witted, fast-moving Grandmother Spider succeed?

In the beginning there was only blackness, and nobody could see anything. People kept bumping into each other and groping blindly. They said, "What this world needs is light." Fox said he knew some people on the other side of the world who had plenty of light, but they were too greedy to share it with others. Possum said he would be glad to steal a little of it. "I have a bushy tail," he said. "I can hide the light inside all that fur." Then he set out for the other side of the world. There he found the sun hanging in a tree and lighting up everything. He sneaked over to the sun, picked out a tiny piece of light, and stuffed it into his tail. But the light was hot and burned all the fur off. The people discovered his theft and took back the light, and ever since, Possum's tail has been bald.

"Let me try," said Buzzard. "I know better than to hide a piece of stolen light in my tail. I'll put it on my head." He flew to the other side of the world and, diving straight into the sun, seized it in his claws. He put it on his head, but it burned his head feathers off. The people grabbed the sun away from him, and ever since that time Buzzard's head has remained bald.

Then Grandmother Spider said, "Let me try!" First she made a thick-walled pot out of clay. Next she spun a web reaching all the way to the other side of the world. She was so small that none of the people there noticed her coming. Quickly Grandmother Spider snatched up the sun, put it in the bowl of clay, and scrambled back home along one of the strands of her web. Now her side of the world had light, and everyone rejoiced.
Spider Woman brought not only the sun to the Cherokee, but fire with it. And besides that, she taught the Cherokee people the art of pottery making.[2]

---

[2] Taken from: *Sea to Shining Sea: A treasury of American Folklore and Folk Songs*. Compiled by Amy L. Cohn

The Dome of Night

When I look up
At the starry night sky
Above me
I see a dark canopy
A dome,
High over me
And the constellations unmoving there
In the still air

Each star a bright stone,
Each one
A dot on a great cup
Turned rim down
Above me.

Yet I know the night flows on and on,
There is no canopy
Spread over me
I know the bright stars swing
Each one alone

Suspended in the galaxy
And far beyond.
I know space is deep
Above me,
Deep
Above me.

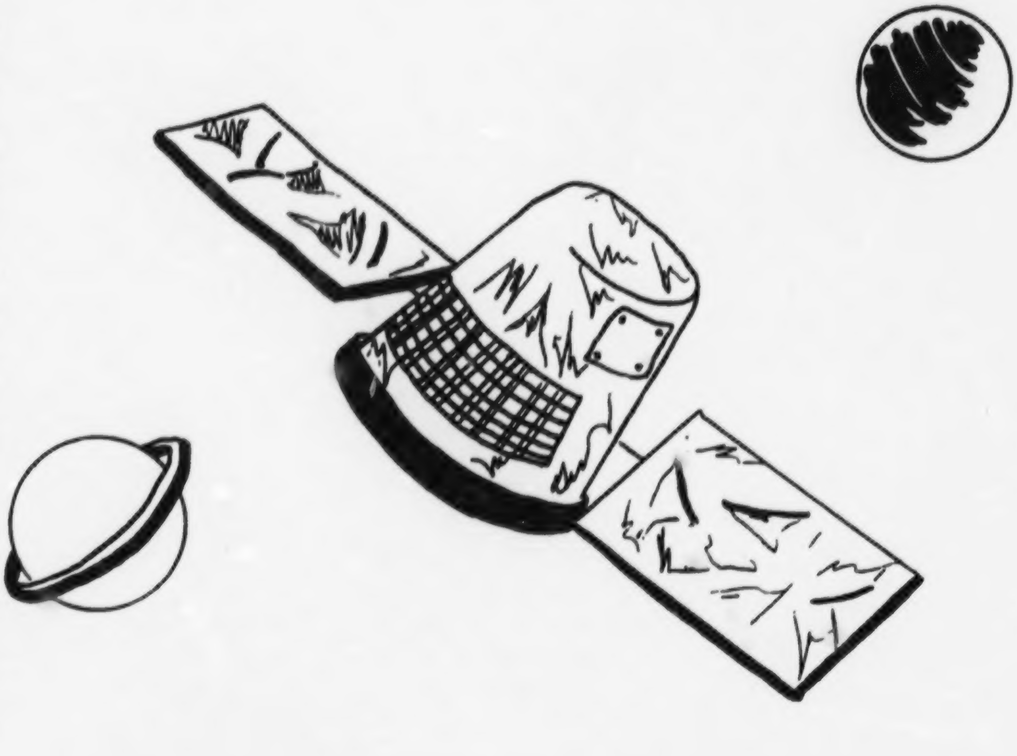
Why, then, do my eyes deceive me?

Always the stars lie glittering there
Against the dome of dark still air,
High above me.[3]

Claudia Lewis

Taken from: [3] *The Night of the Whippoorwill.*
Poems selected by Nancy Larrick

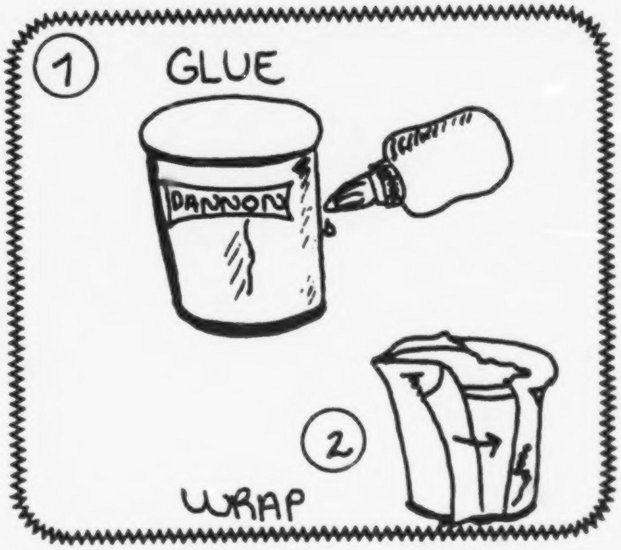
GO INTO ORBIT!

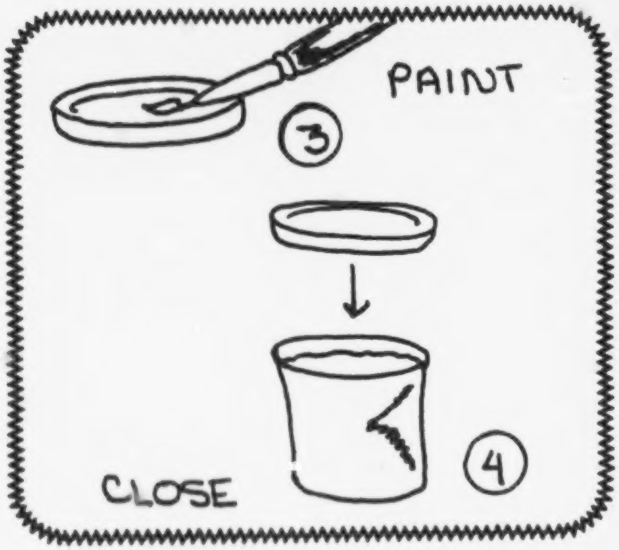


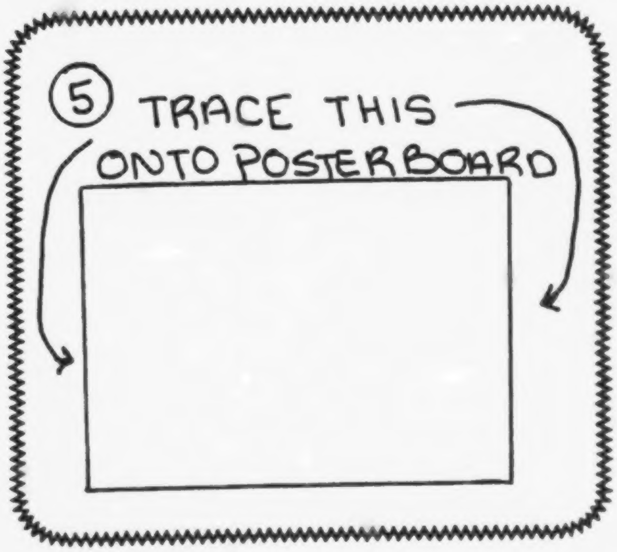
BUILD YOUR OWN SATELLITE

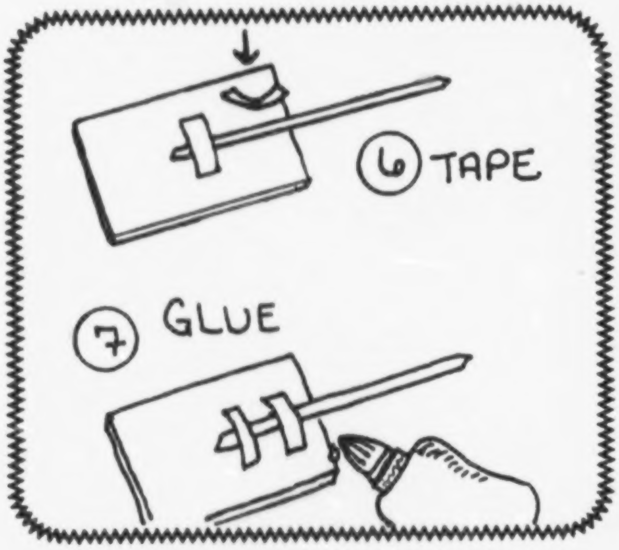
NEEDED:

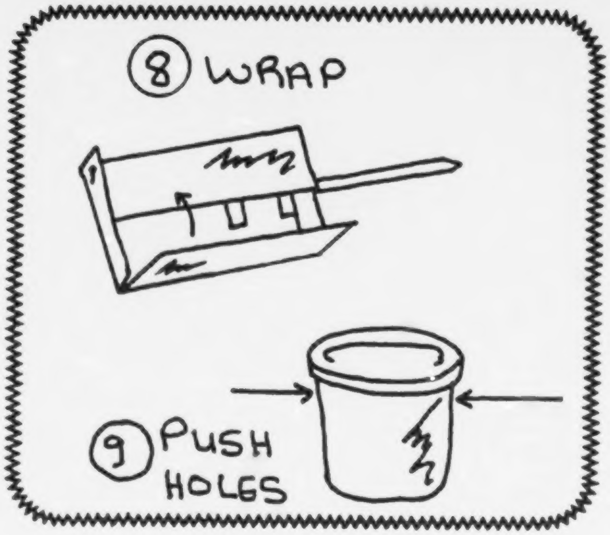
- One single-serving yogurt container with lid
- Jars of paint
- Small paint brush
- Posterboard
- One roll of silver aluminum foil
- Two average kitchen toothpicks
- Scissors
- Glue
- A pencil with a sharp point
- Paper
- Clear tape
- Crayons

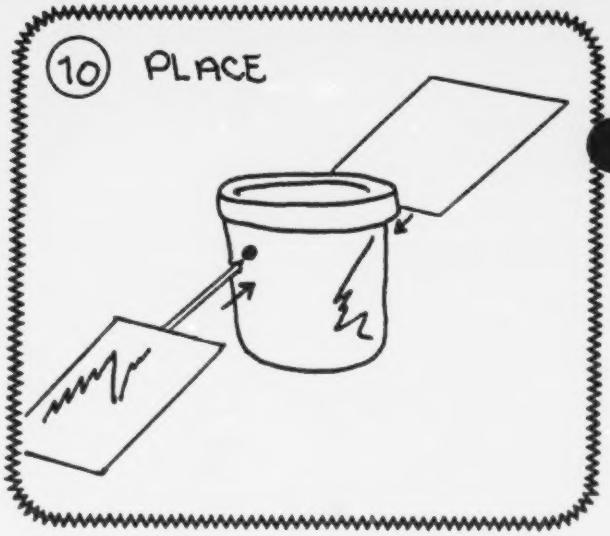

① GLUE
DANNON
② WRAP

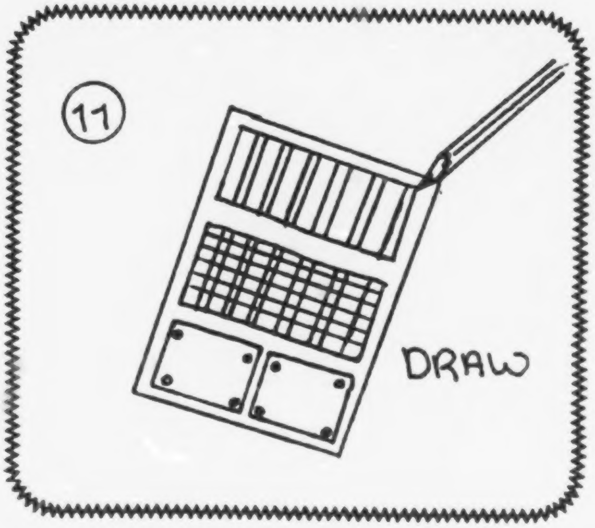

PAINT
③
CLOSE
④

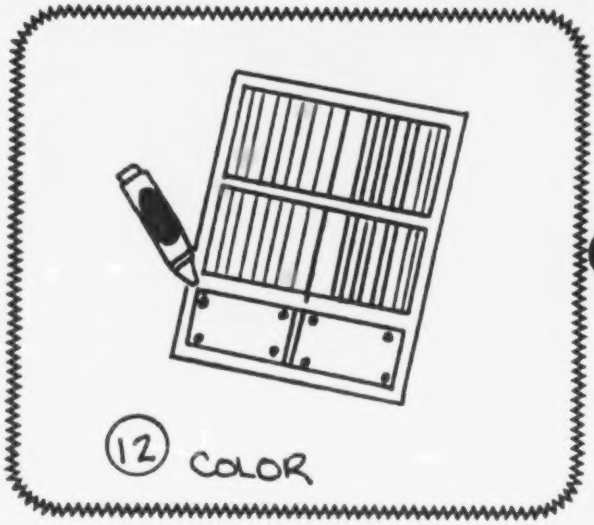

⑤ TRACE THIS ONTO POSTERBOARD

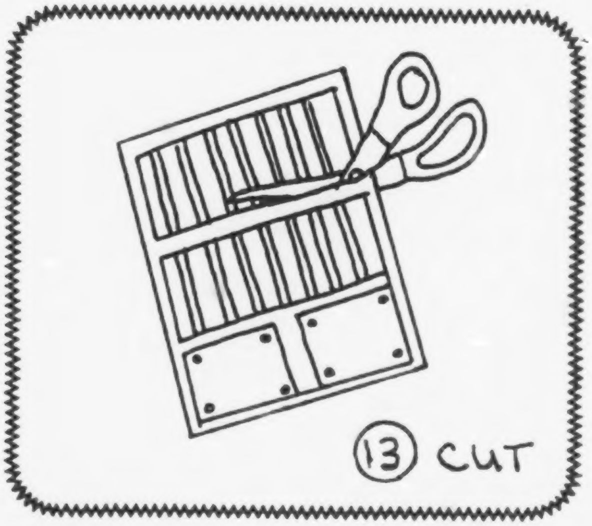

⑥ TAPE
⑦ GLUE

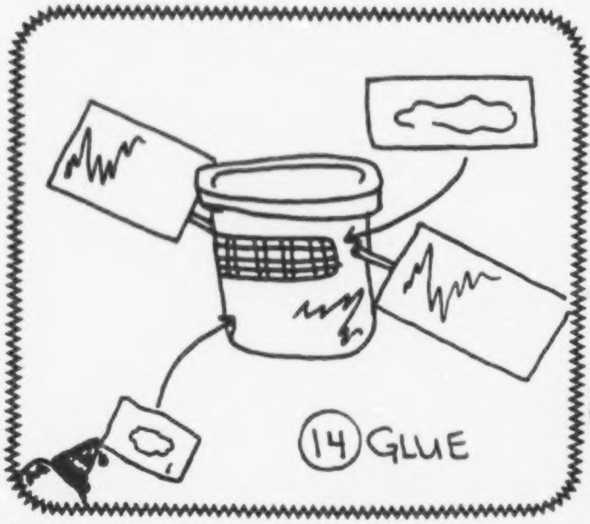

⑧ WRAP
⑨ PUSH HOLES


⑩ PLACE


⑪
DRAW


⑫ COLOR


⑬ CUT


⑭ GLUE

Spaceships To Make

1. FLYING DISC

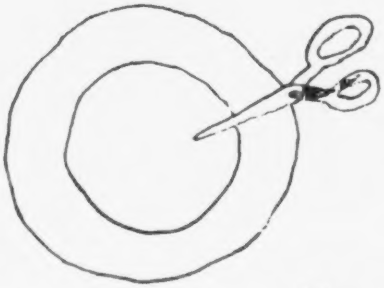
You will need:
5 white paper plates
scissors
tape or stapler
crayons or markers

Step 1: Cut the centers out of the 5 paper plates.

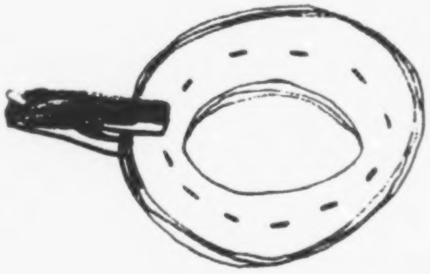
Step 2: Stack the five rings into one pile. Tape or staple them together.

Step 3: Decorate the top and bottom with crayons or markers.

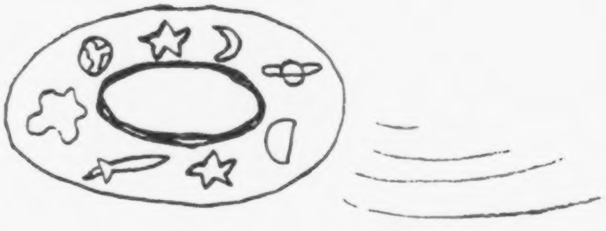
Step 4: FLY IT



Step 1



Step 2

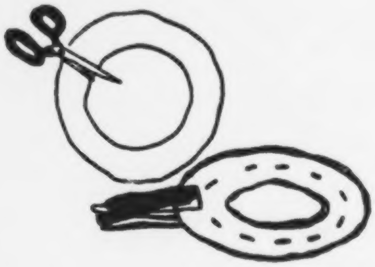


Step 3+4

2. HUMMING FLYING DISC

You will need:

- 5 paper plates
- 1 paper cup
- scissors
- tape or stapler
- pencil
- crayons or markers



Step 1

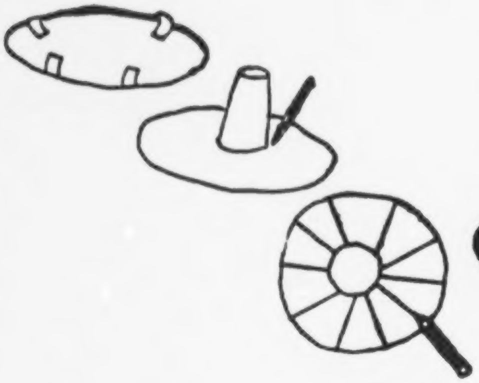
Step 1: Cut the centers out of 3 paper plates and staple them together.

Step 2: Tape or staple the other 2 plates together. Set the cup, top down, on these plates and draw around it. Draw 8 or 10 lines from the circle to the edge of the plates.

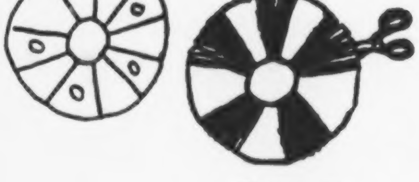
Step 3: Put a O on every other section. Cut sections into a fringe. Cut only to the circle.

Step 4: Staple the fringed plates to the other plates. Fasten only at sections not fringed. Decorate with crayons or markers.

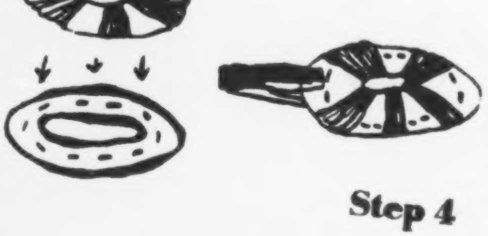
Step 5: FLY IT



Step 2



Step 3



Step 4

3. JET PLANE

You will need:

1 paper plate
1 big paper clip or 4 small ones
tape

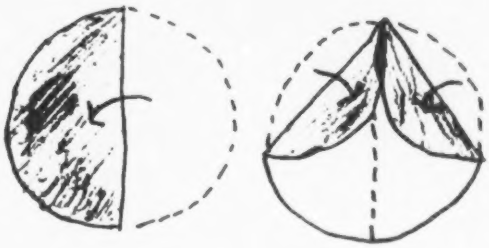
1. Fold the paper plate in half. Open it, then fold the edges into center.

2. Fold the plate in half, with the folded edge on the inside.

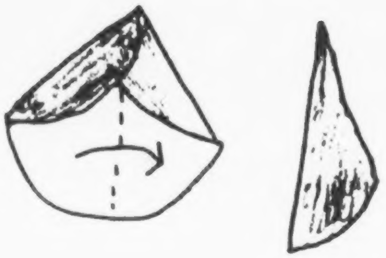
3. Fold outer point down to the middle fold. Repeat with other side.

4. Tape the top together. Put paper clip under the front point. Decorate it.

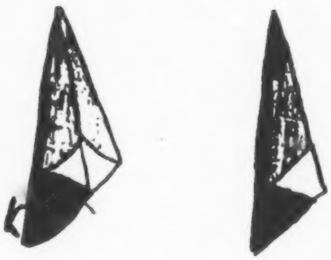
5. FLY IT.



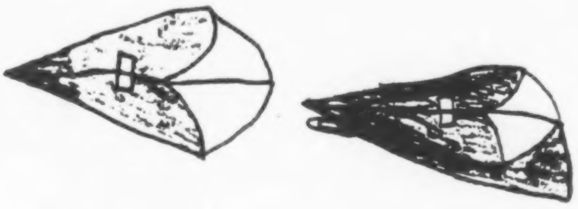
Step 1



Step 2



Step 3



Step 4

PAPER PLATE FLYING SAUCER

You will need:

2 Paper or Plastic Plates
1 Paper or Plastic Cup
Square or Round Stickers
Glue, Scissors and Paint

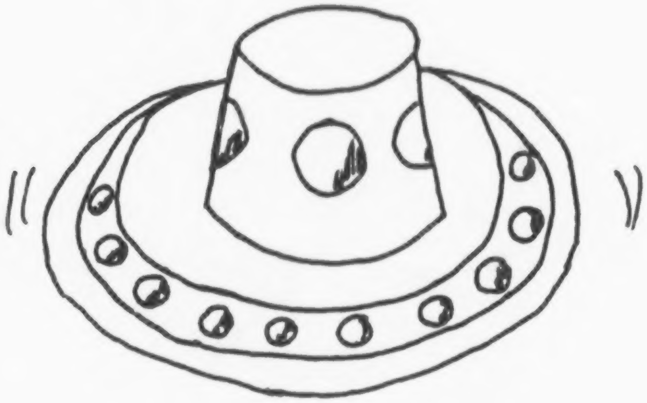
Step 1: If you use white paper plates color them and draw windows or put stickers for windows all around.
If you use plastic plates put stickers for windows all around both plates.

Step 2: Glue both plates together, bottom side out.

Step 3: If you are using a paper cup color it and draw windows on or use more stickers for windows.
If you are using a plastic cup put stickers on for more windows. Cut cup to size if necessary.

Step 4: Glue cup to top of paper plates to finish your flying saucer.

Throw your saucer like a Frisbee to see whether it can fly.



CREATE A PLANET

MAKE A PLANET USING PAPIER-MACHE.

By making papier-mache balls you can create planets. Decorate the dried balls with poster paints and or markers to look like different planets. For example to create earth use the color green for land areas and the color blue for water areas. Read books on planets to discover how other planets should be colored.

You will need:
OLD NEWSPAPERS
PASTE or FLOUR AND WATER MIX
PIE TIN,TRAY or WAX CARTON
POSTER PAINTS and/or MARKERS

Step 1. Pour paste into pie pan,tray or wax carton. You may use commercial paste or make your own by mixing flour and water to a thin and soupy consisency.

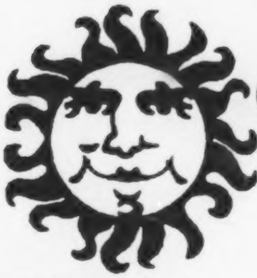
Step 2. Tear the newspaper into 1" strips.

Step 3. Crumble a couple of pages of the paper into a ball about the size of a baseball.

Step 4. Dip strips of paper into the paste and cover the ball of newspaper completely. Overlap the strips as you put them around the ball. Press down and smooth out each strip as you apply it.

Step 5. Continue to add layers of strips dipped in paste until ball is the size you want for your planet. Make different sizes for different planets. After papier-mache has dryed use poster paints and markers to design your planets

MAKE A SUN COOKER



Use solar energy to cook your lunch. By using a few things that are common in most kitchens (and closets) you can make a sun cooker. It must be a bright sunny day for this cooker to work.

YOU WILL NEED:
aluminum foil
empty round oatmeal box or shoebox
clean wire coat hanger
hot dog

1. If using an oatmeal box cut out one side of the box, lengthwise. Leave the ends on. If using a shoebox just remove the lid.

2. Line the inside of the box with foil, shiny side up. Keep the foil as smooth as possible.

3. Straighten the hanger. Poke one end through the side of the box, then lengthwise through the hot dog, then through the other side of the box.

4. Set the cooker in direct sun. Turn the wire a little bit every couple of minutes until the hot dog is hot and roasted on all sides.

5. Remove hot dog carefully as it does get hot.

Want dessert ? Put marshmallows on the wire and cook like the hot dog.

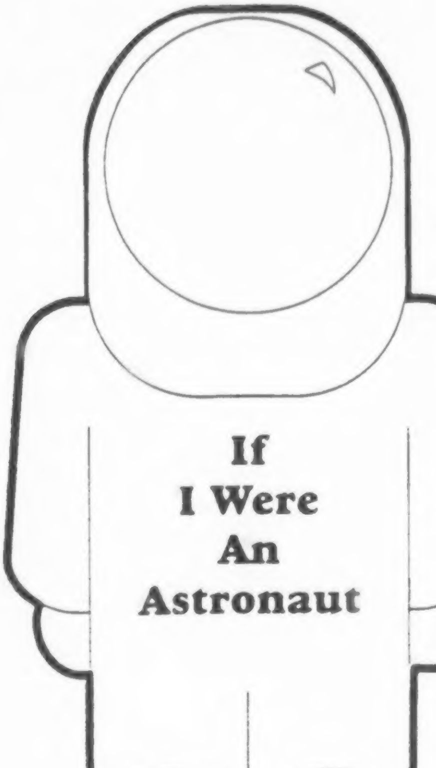
ASTRONAUT REFRIGERATOR MAGNET
5 TO 8 YRS OLD

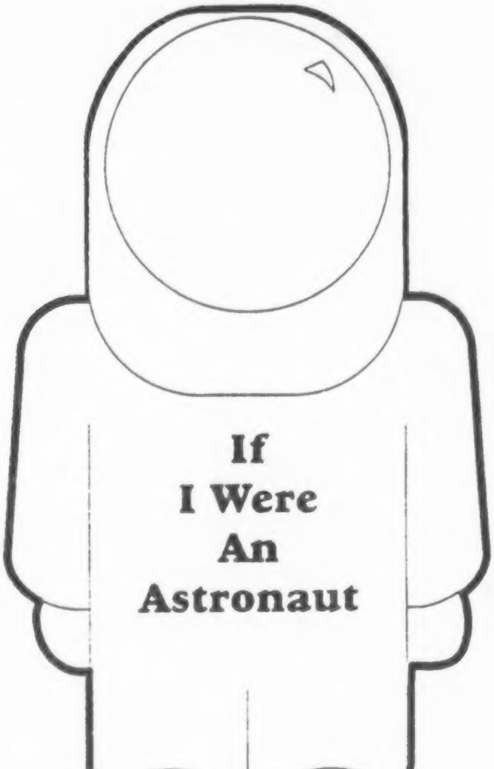
MATERIALS NEEDED:

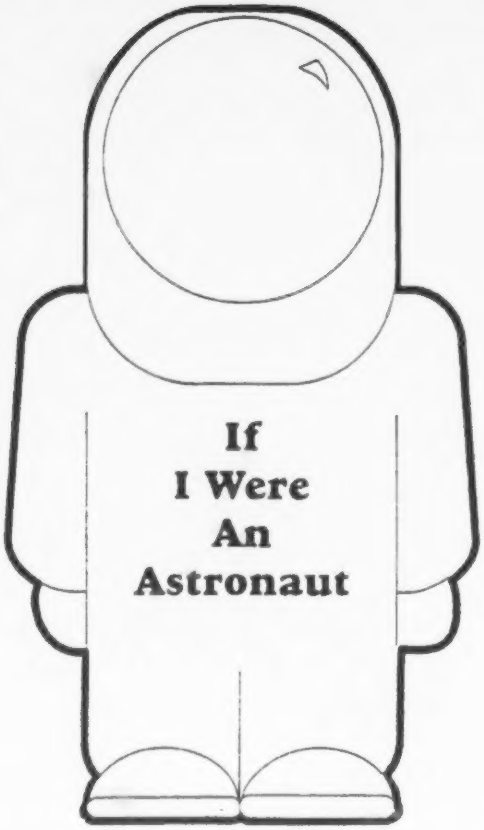
- PATTERN
- LIGHTWEIGHT CARDBOARD (PANTYHOSE PACKAGE INSERT WORKS GREAT)
- PHOTOGRAPH
- SCISSORS
- GLUE
- MARKERS, CRAYONS
- MAGNETIC STRIP

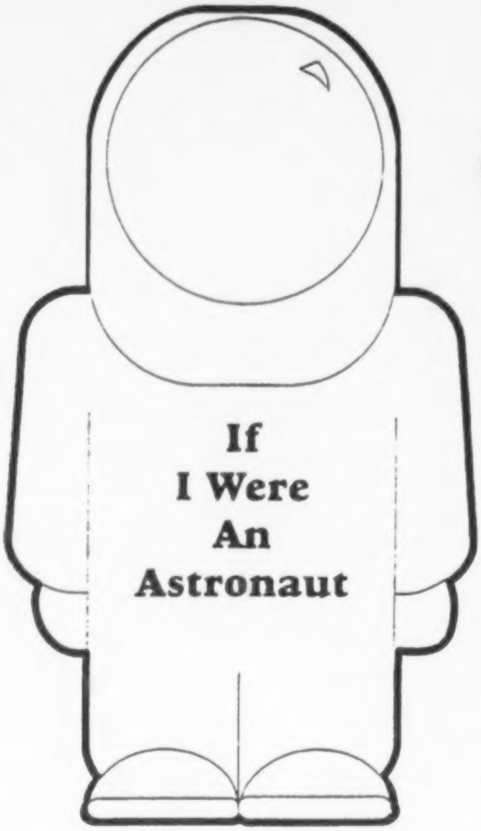
PROCEDURE:

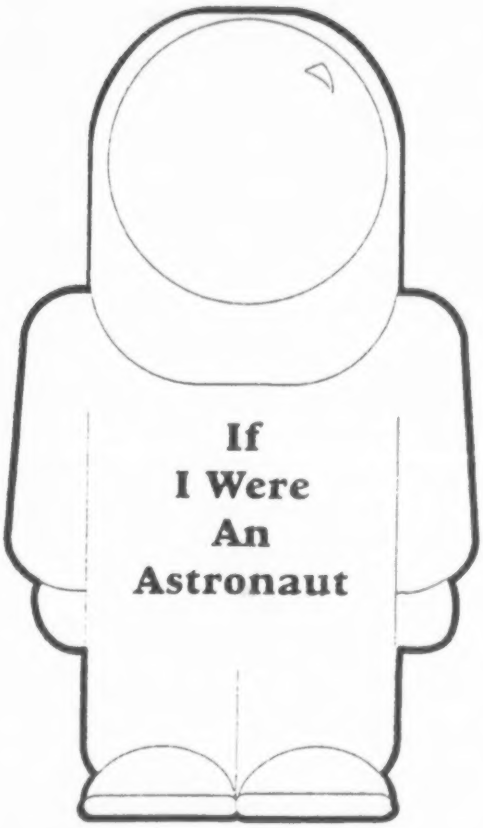
1. USE MARKERS OR CRAYONS TO DECORATE ASTRONAUT
2. CUT OUT CIRCLE IN HELMET
3. GLUE LOWER HALF OF BODY TO CARDBOARD
4. INSERT PHOTO AND TRIM TO FIT HELMET
5. GLUE PHOTO TO CARDBOARD
6. GLUE HELMET TO PHOTO
7. GLUE MAGNETIC STRIP TO BACK

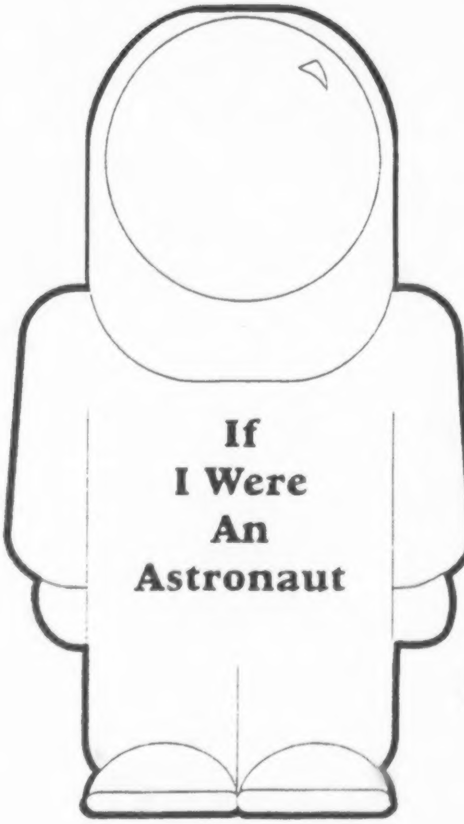





If
I Were
An
Astronaut


If
I Were
An
Astronaut


If
I Were
An
Astronaut


If
I Were
An
Astronaut

STAR DECORATING

THINGS YOU WILL NEED

Poster Board
Star Stencil
Scissors
Glue
Hole Punch
String
Colored Pencils
Crayons
Glitter
Sequins
Stick on Stars

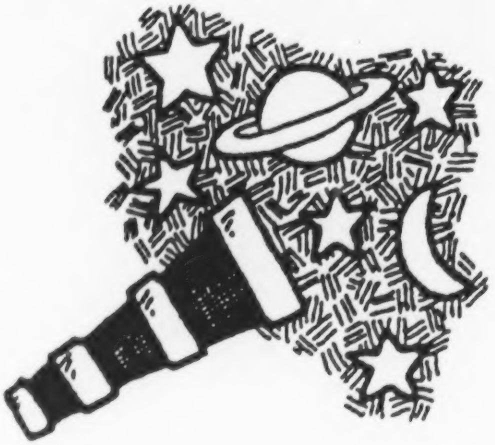
LET'S BEGIN

1. Trace and cut out star.
2. Punch hole about 1/4 inch from the top.
3. On one side have the child put their name.
4. Decorate one or both sides of the star.
5. Tie the string to the star.
6. Hang stars from the ceiling or light fixtures in the room where the crafts are done so that the kids can see their stars when they come each week.

Art Program

Star Gazing

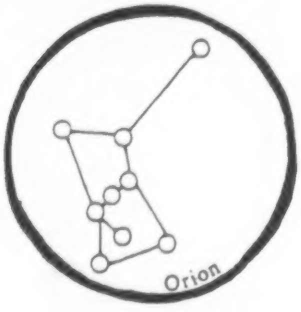
Supplies:
- cardboard toilet or paper towel tubes
- styrofoam trays
- star patterns
- round toothpicks
- paint (optional)

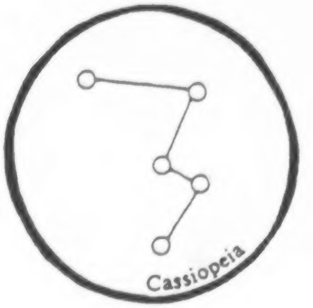


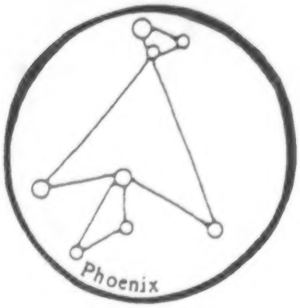
Children can decorate the cardboard tubes with paint, crayon, stickers, etc.

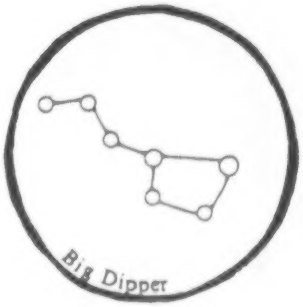
Give each child a copy of the star patterns which they lay over the styrofoam trays. Cut circles out of the trays the same size as the pattern, then using a toothpick poke holes in each circle of the star pattern.

Hold the tube up to your eye and place a foam circle over the other end, face a light source and watch the stars come out.









STAR SEARCH GAME

Pregame Preparation:

Star tags need to be made like necklaces so children can hang them around their necks. Tags need to be labeled as follows:

Milky Way Bright	Milky Way Brighter	Milky Way Brightest
Andromeda Bright	Andromeda Brighter	Andromeda Brightest
Triangulum Bright	Triangulum Brighter	Triangulum Brightest
Centaurus A Bright	Centaurus A Brighter	Centaurus A Brightest
Black Hole	Black Hole	

Note: Tags will be worn with names facing the wearer as the child who is the sun will be guessing.

Circles need to be drawn on the ground on one side of the playing area. Each circle is marked with the name of one of the four galaxies (see diagram).

Fifteen children can play with this set up. More galaxies can be added if there are more children, or delete one if there are less. The more galaxies, the harder the game, so recommend breaking up into two or more separate games if you have lots of children.

TO GET STARTED:

Tell kids not to reveal what is on their star tag, because it is a guessing game. They need to hang their tags inward (facing themselves). Then give each child a tag, except for the child who will be the Sun (child who does the guessing). Two kids will get Black Hole tags. All the children with tags stand in the play area facing the Sun.

The Sun then begins guessing who has the bright star in each galaxy. They only have to guess bright, not the galaxy. If the Sun is right, the child goes into the circle of the galaxy that has the same name. If the Sun does not guess right, she/he guesses again, unless they have asked one of the kids who is wearing a Black Hole Tag. Game is over when a Black Hole is found. If game is over, pick a new sun and play again.

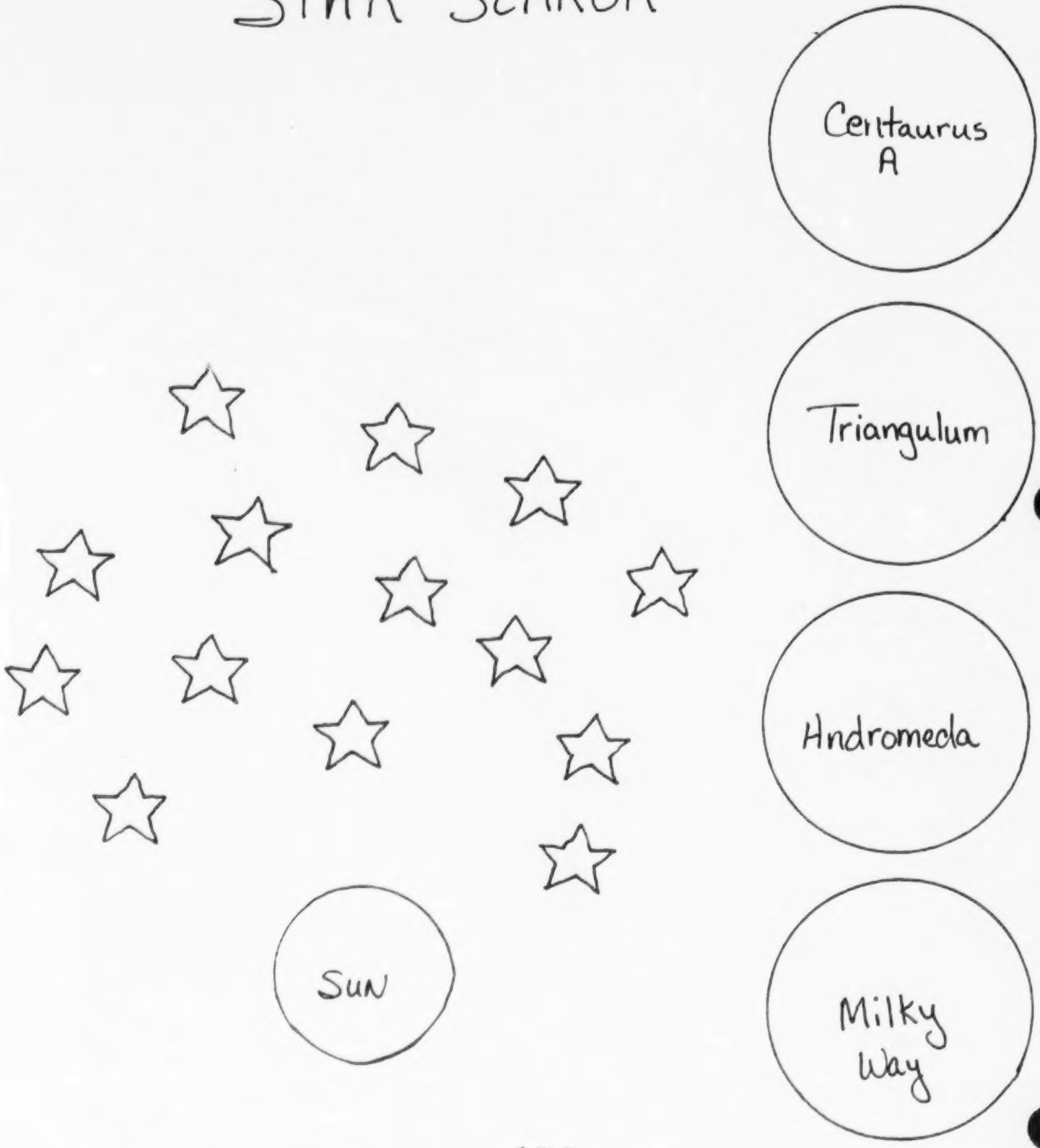
When all of the Bright Stars are found, then the Sun tries to find the Brighter Stars. When the Brighter Stars are found, try to find the Brightest.

Object is for the Sun to find all of the stars before a Black Hole.[4]

---

[4] Game created by Ruthie Jesus, 10 yrs. old, Payson, Arizona

STAR SEARCH


Centaurus A
Triangulum
Andromeda
Milky Way
SUN

GAME - PLANET CHASE (RELAY RACE)

SUPPLIES:

1. Chalk (used to draw elongated orbits of planets on floor, parking lot, etc.)
2. 4 one gallon plastic jugs
3. 10 sheets colored poster board (should be 10 colors)
4. 32 - 2" Styrofoam balls (use 4 per planet to match color of the poster board planets you will make out of #3 above). Excluding Earth and the Sun, you should have 4 for each of the following: Mercury, Venus, Mars, Jupiter, Saturn, Pluto, Neptune, Uranus.

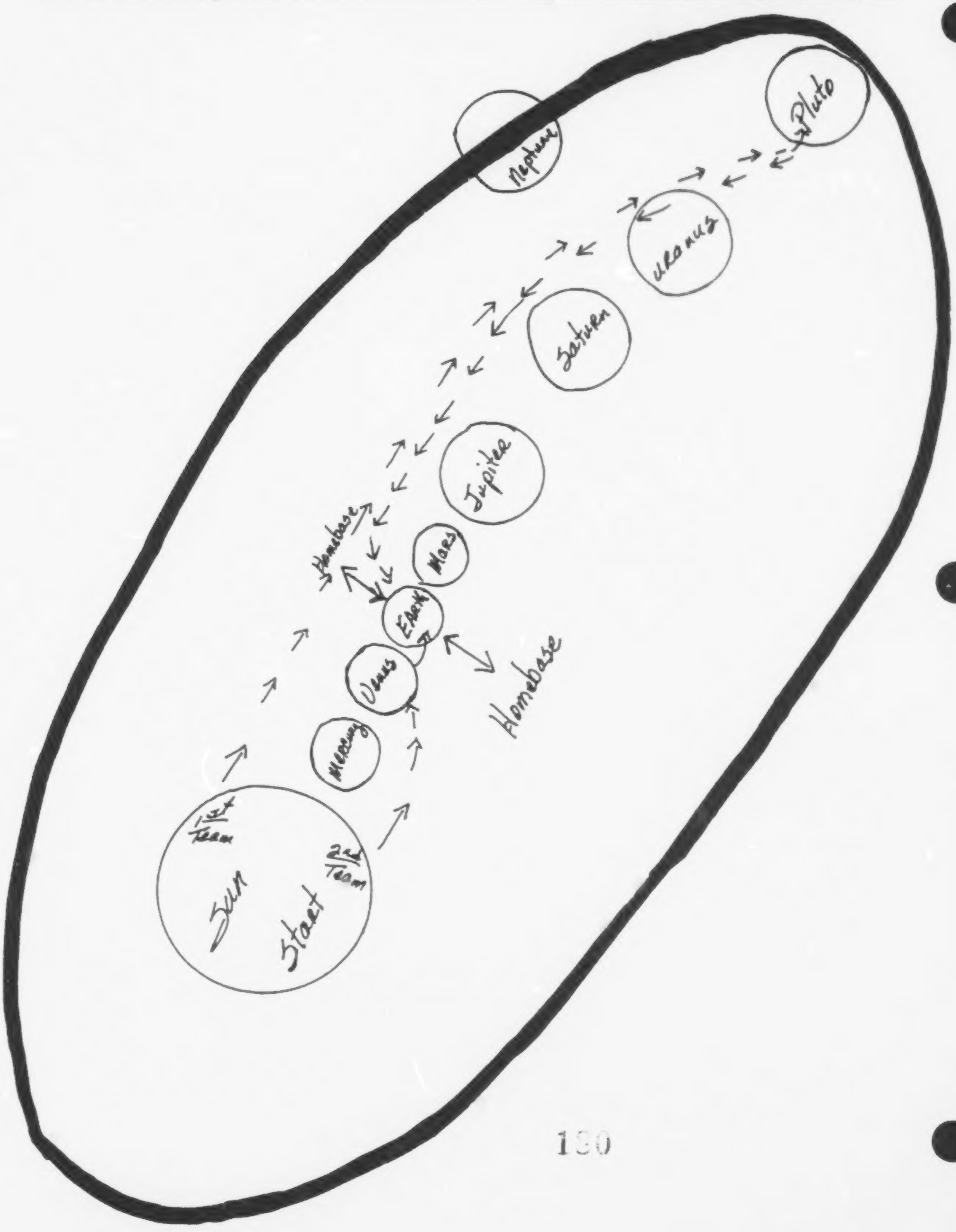
Cut a circle out of each color of the poster board. (You can make a 20" circle out of a piece of poster board). Label each circle with the name of one of the planets. Tape each planet in the elongated orbit in the order found in our galaxy (see diagram).

Both teams start at once from the Sun. Earth is home base.

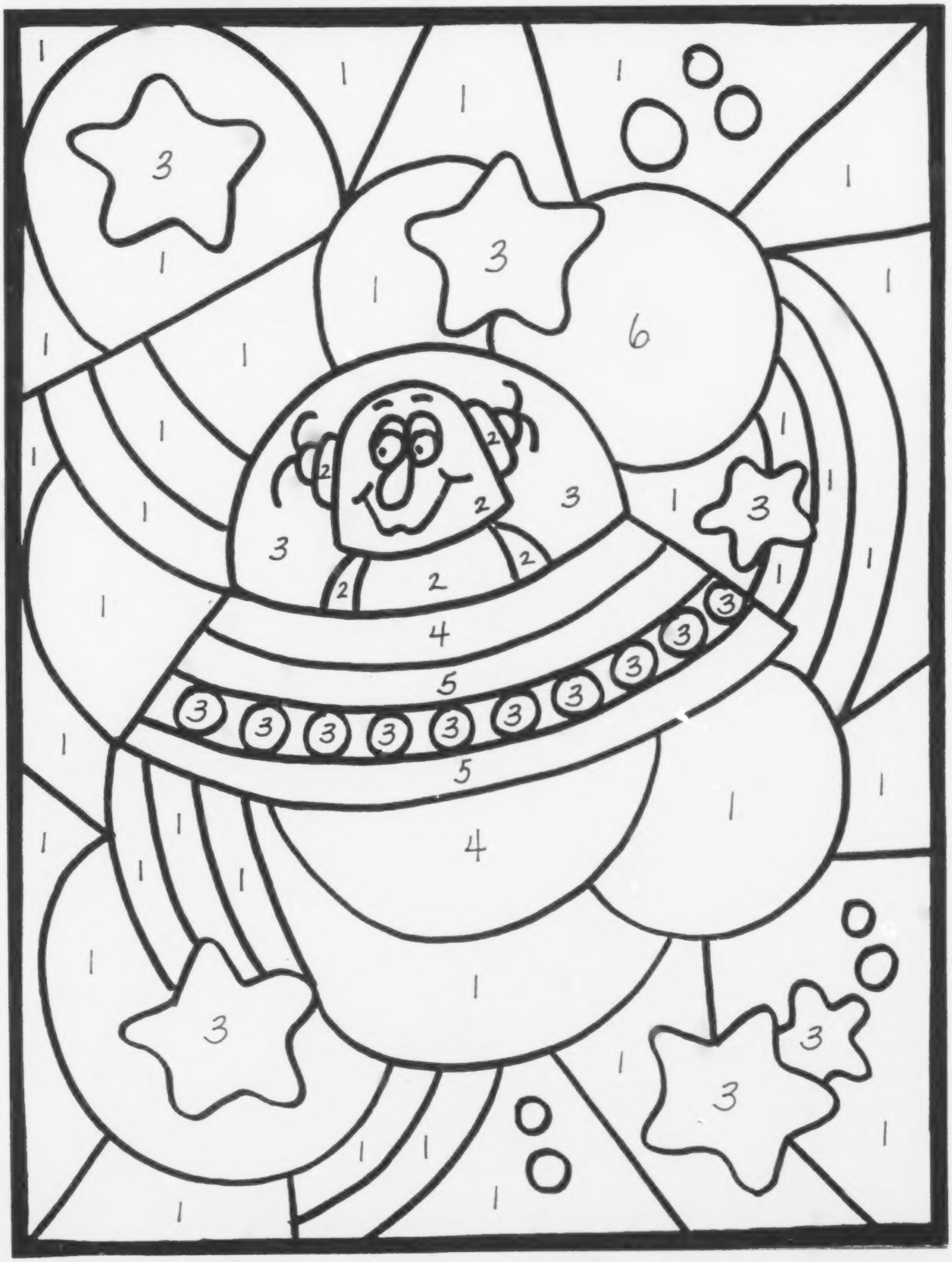
Each team will have two of the jugs. Two will be in position at the Sun filled with one half of the styrofoam balls (be sure to divide equally). The other two will serve as a depository in the home base position, Earth.

At the start of the game, each player will draw a ball from their jug. He/she will run to the planet that matches the color of the ball they have drawn and then run to Earth to deposit the ball into their team jug. Player 2 on the team then runs to the planet he/she has drawn, returns to Earth and so on. The team that completes the planet runs for all their players first wins the race.

To avoid confusion, have each team run to the planets from the side they're stationed on (see diagram).

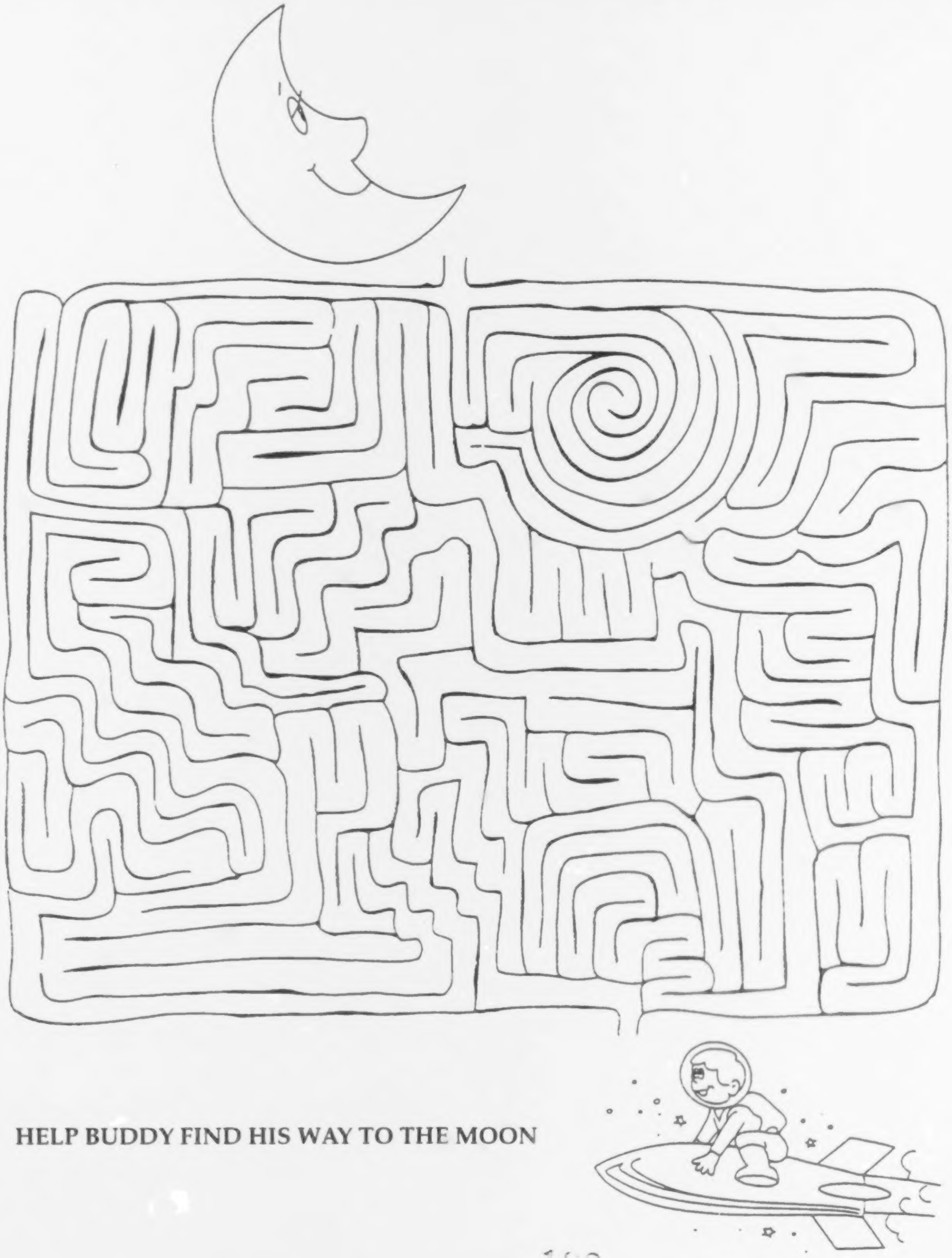

Pluto
Neptune
Uronus
Saturn
Jupiter
Homebase
Mars
Earth
Homebase
Venus
Mercury
1st Team
2nd Team
Sun
Start

Reach for the Stars

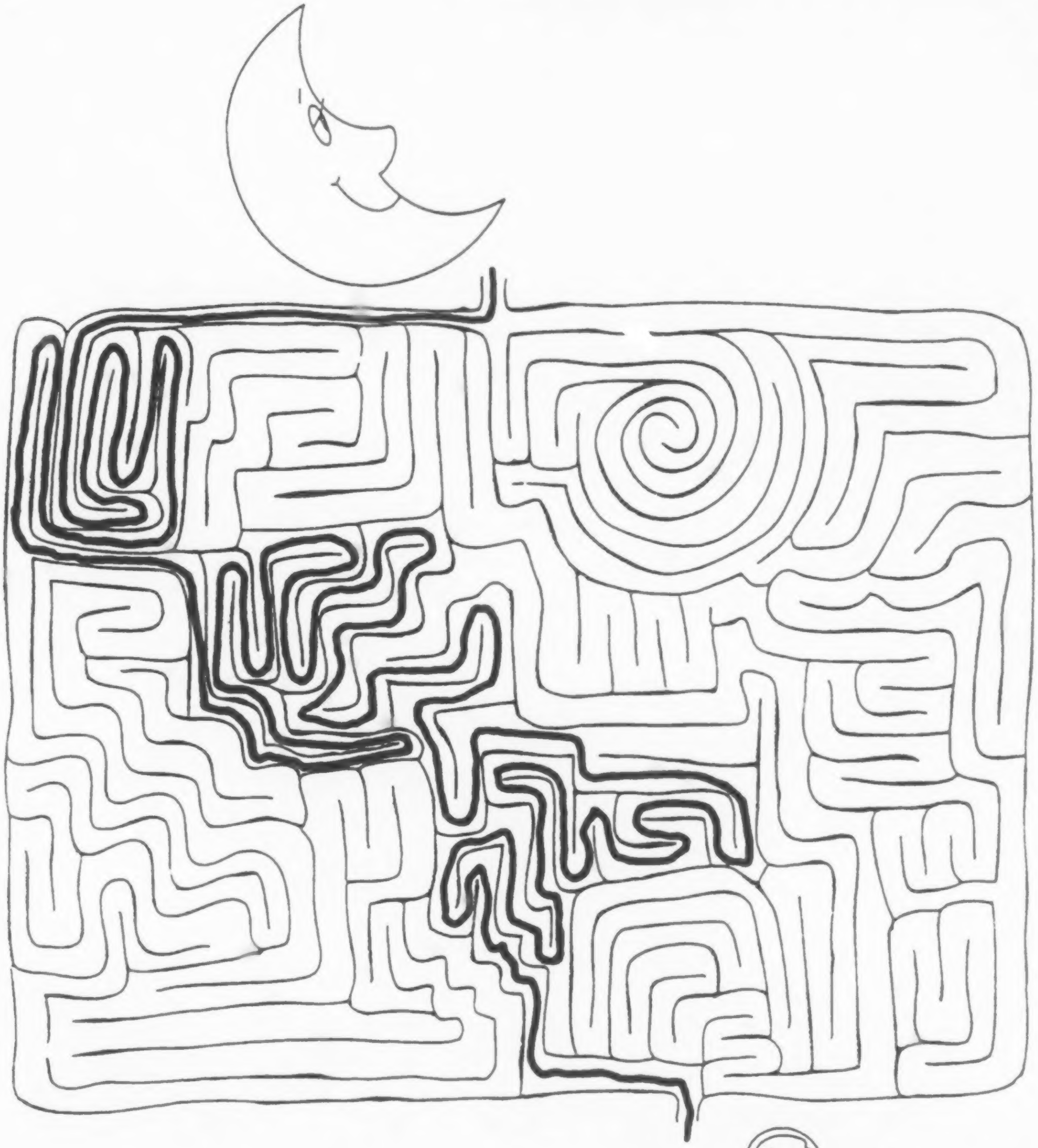

1
3
3
6
2
3
3
2
4
5
3
5
4
1

Color the following:

1=Blue
2=Green
3=Yellow
4=Purple
5=Red
6=Orange

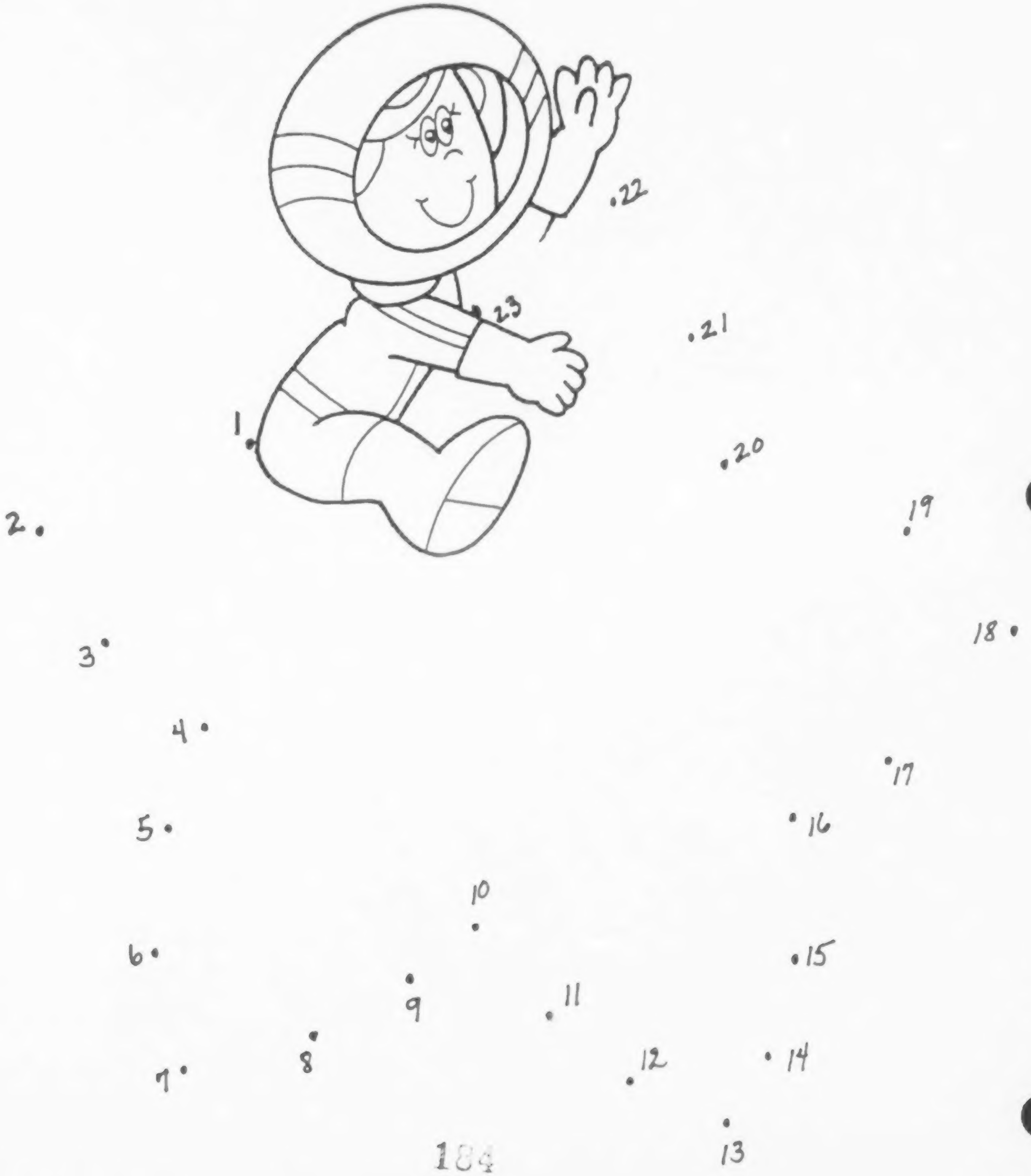


HELP BUDDY FIND HIS WAY TO THE MOON

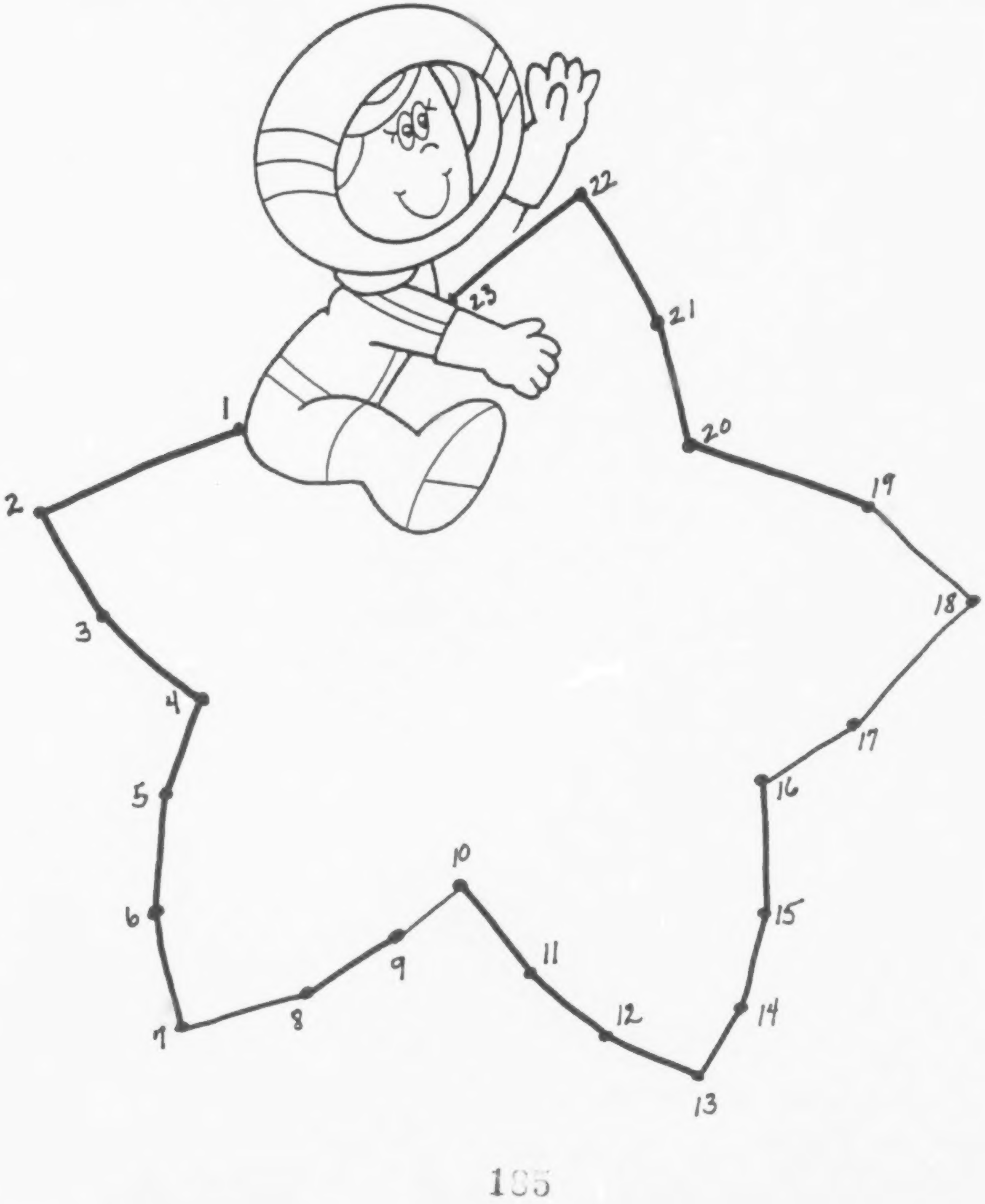


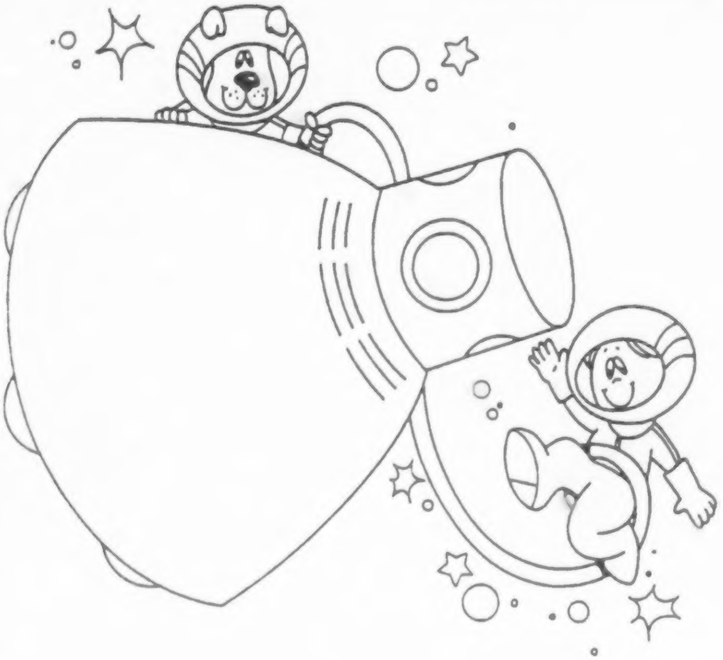
HELP BUDDY FIND HIS WAY TO THE MOON

CONNECT THE DOTS TO SEE WHAT THE ASTRONAUT IS RIDING

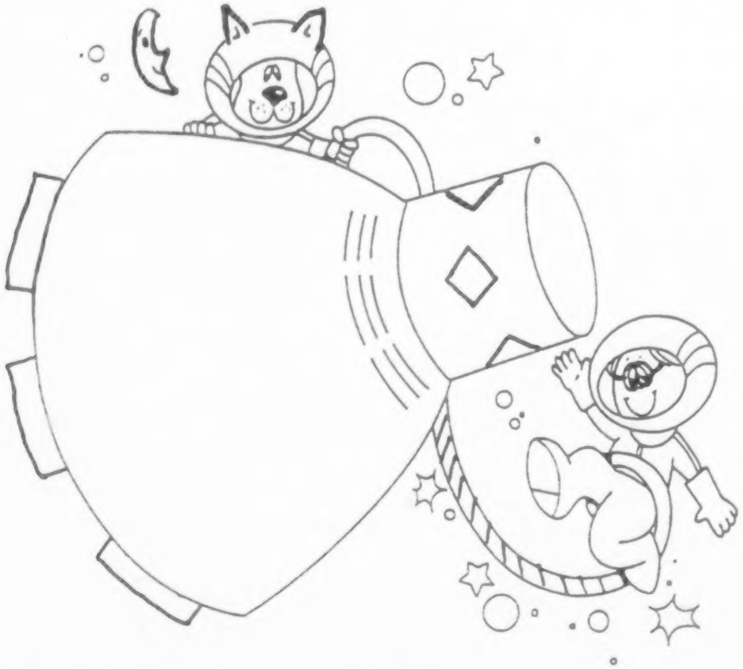

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23

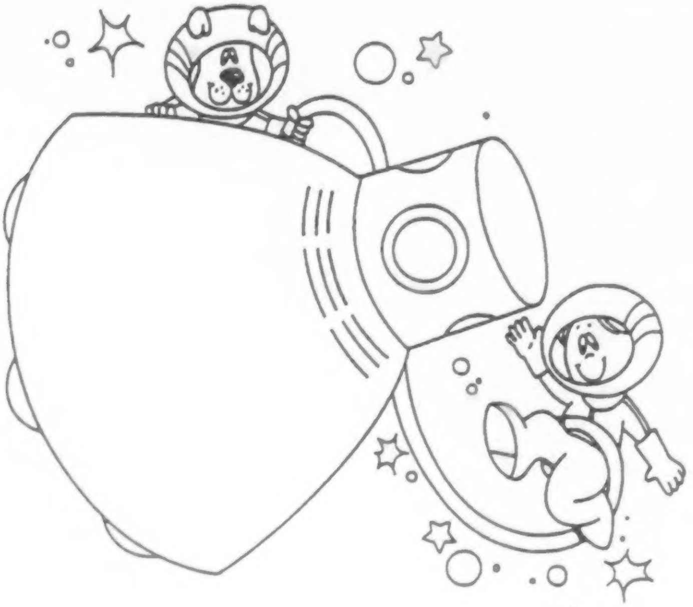
CONNECT THE DOTS TO SEE WHAT THE ASTRONAUT IS RIDING


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23

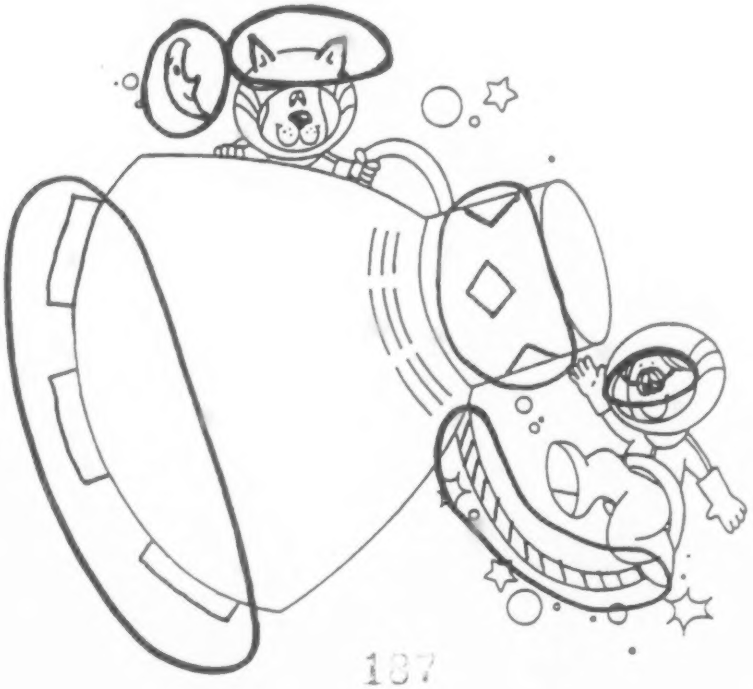


SEE IF YOU CAN SPOT SIX DIFFERENCES BETWEEN THE TOP AND BOTTOM PICTURES



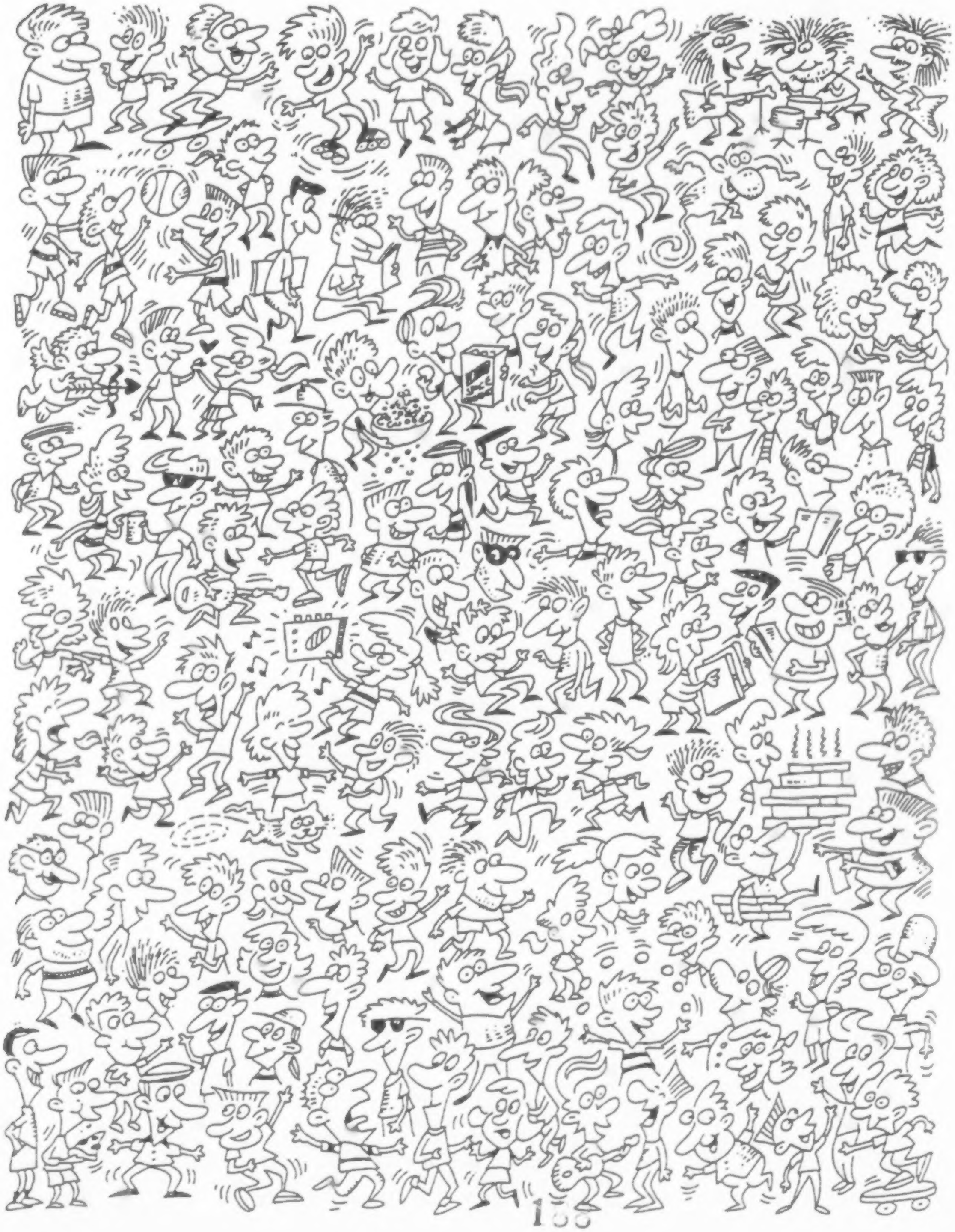


SEE IF YOU CAN SPOT SIX DIFFERENCES BETWEEN THE TOP AND BOTTOM PICTURES



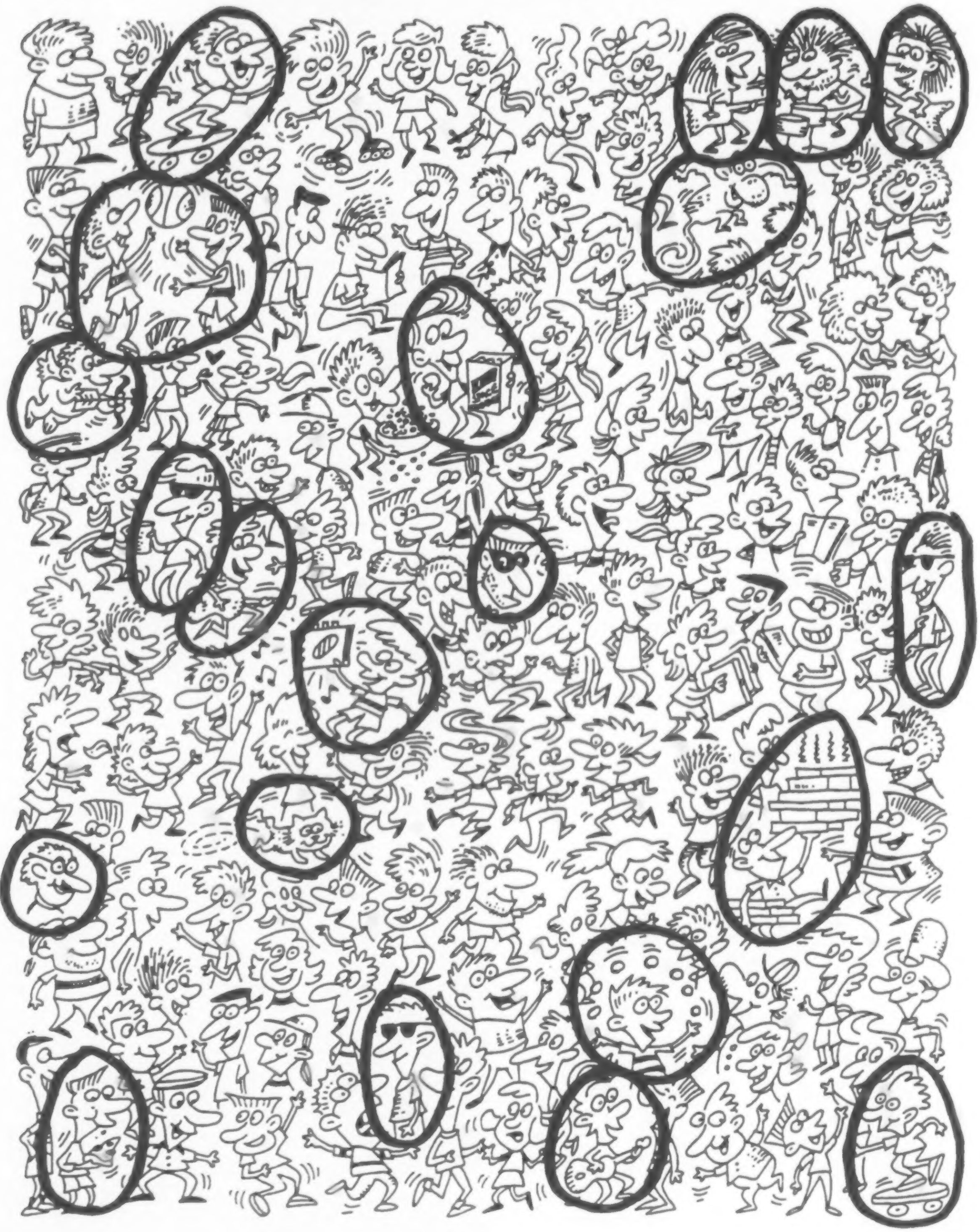
Find These Earthlings

- Man w/moustache
- Juggler
- Cat
- Monkey
- Boy Eating Pizza
- Girl Listening to Radio
- 4 Guitar Players
- Volleyball Players
- Burglar
- Drummer
- Cupid
- Pizza Delivery Man
- 3 People Wearing Sunglasses
- Boy Eating Space Cookies
- 2 Skateboarders

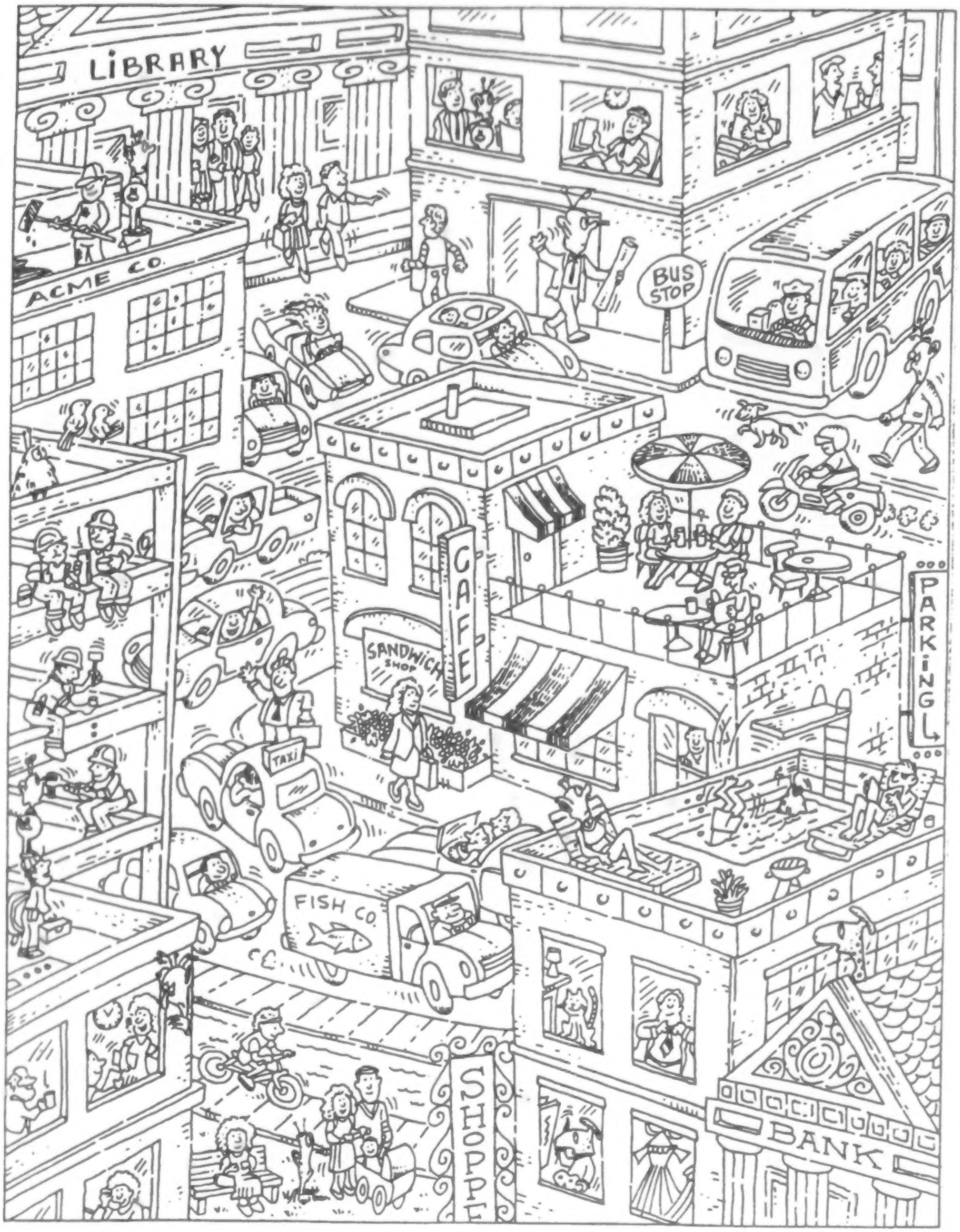


Find These Earthlings

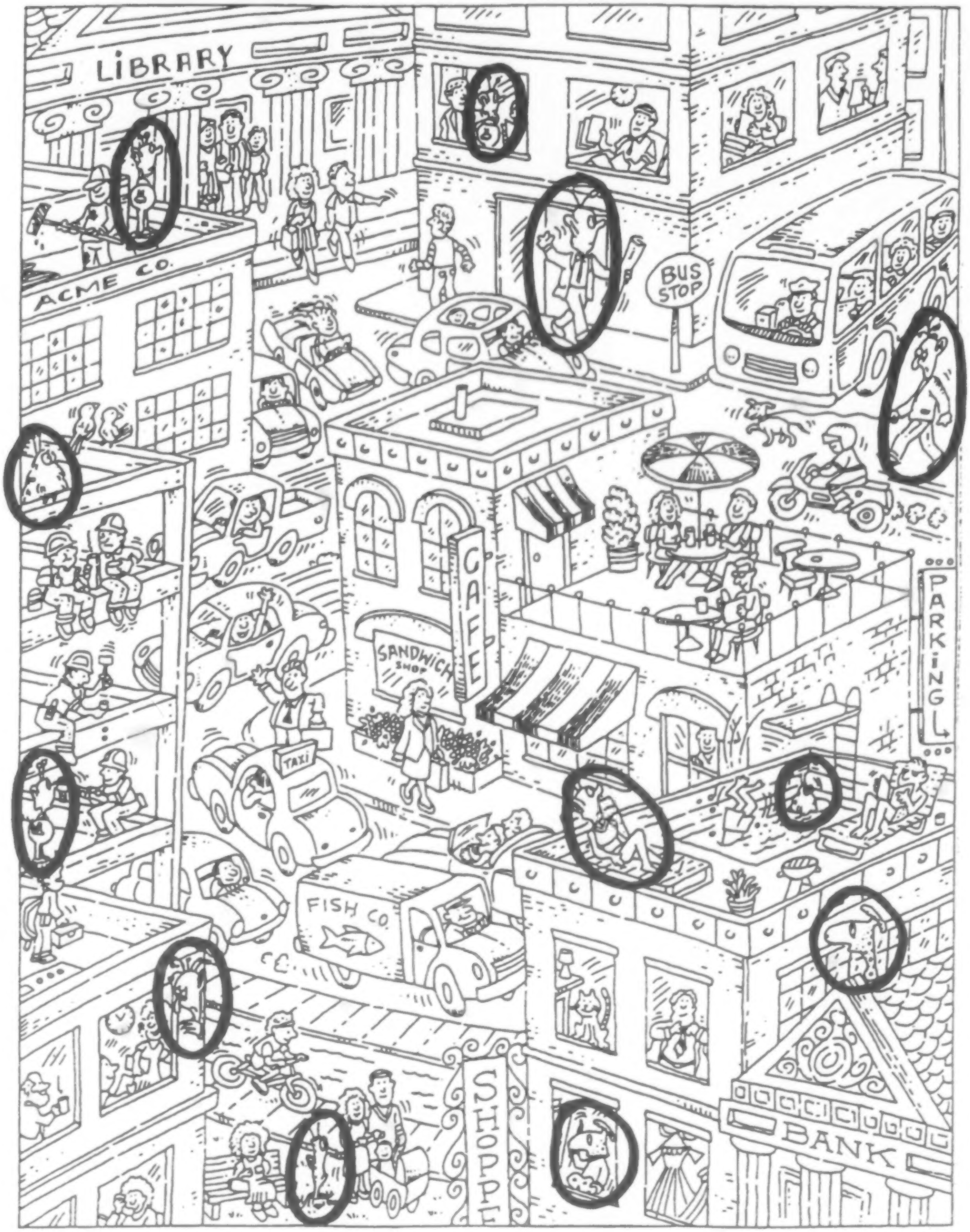
- Man w/moustache
- Juggler
- Cat
- Monkey
- Boy Eating Pizza
- Girl Listening to Radio
- 4 Guitar Players
- Volleyball Players
- Burglar
- Drummer
- Cupid
- Pizza Delivery Man
- 3 People Wearing Sunglasses
- Boy Eating Space Cookies
- 2 Skateboarders



Help Space Patrol Find 12 Aliens

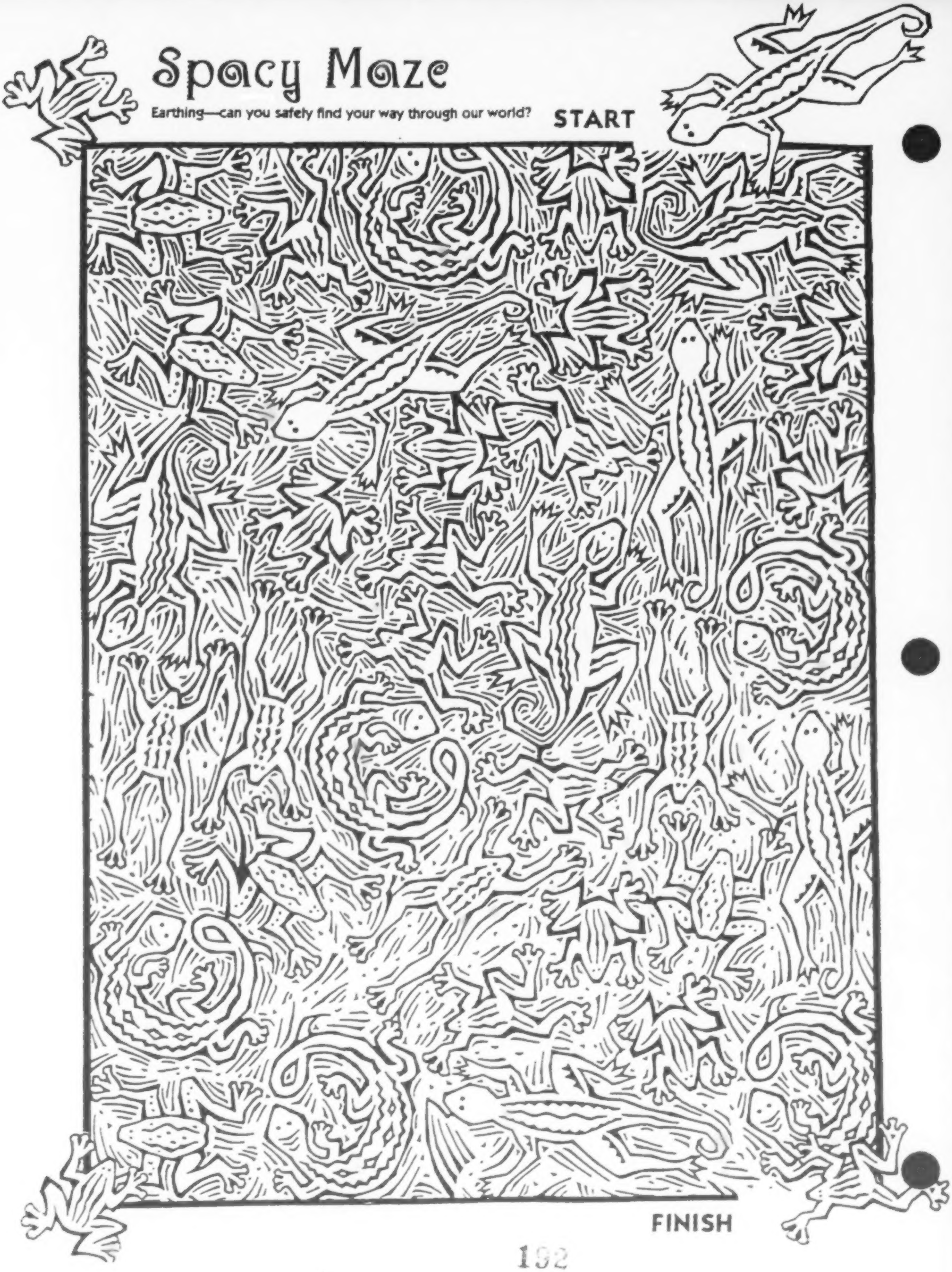

LIBRARY
ACME CO.
BUS STOP
CAFE
SANDWICH SHOP
PARKING
TAXI
FISH CO.
SHOPPE
BANK

Help Space Patrol Find 12 Aliens


LIBRARY
ACME CO.
BUS STOP
CAFE
SANDWICH SHOP
PARKING
TAXI
FISH CO.
SHOPPE
BANK

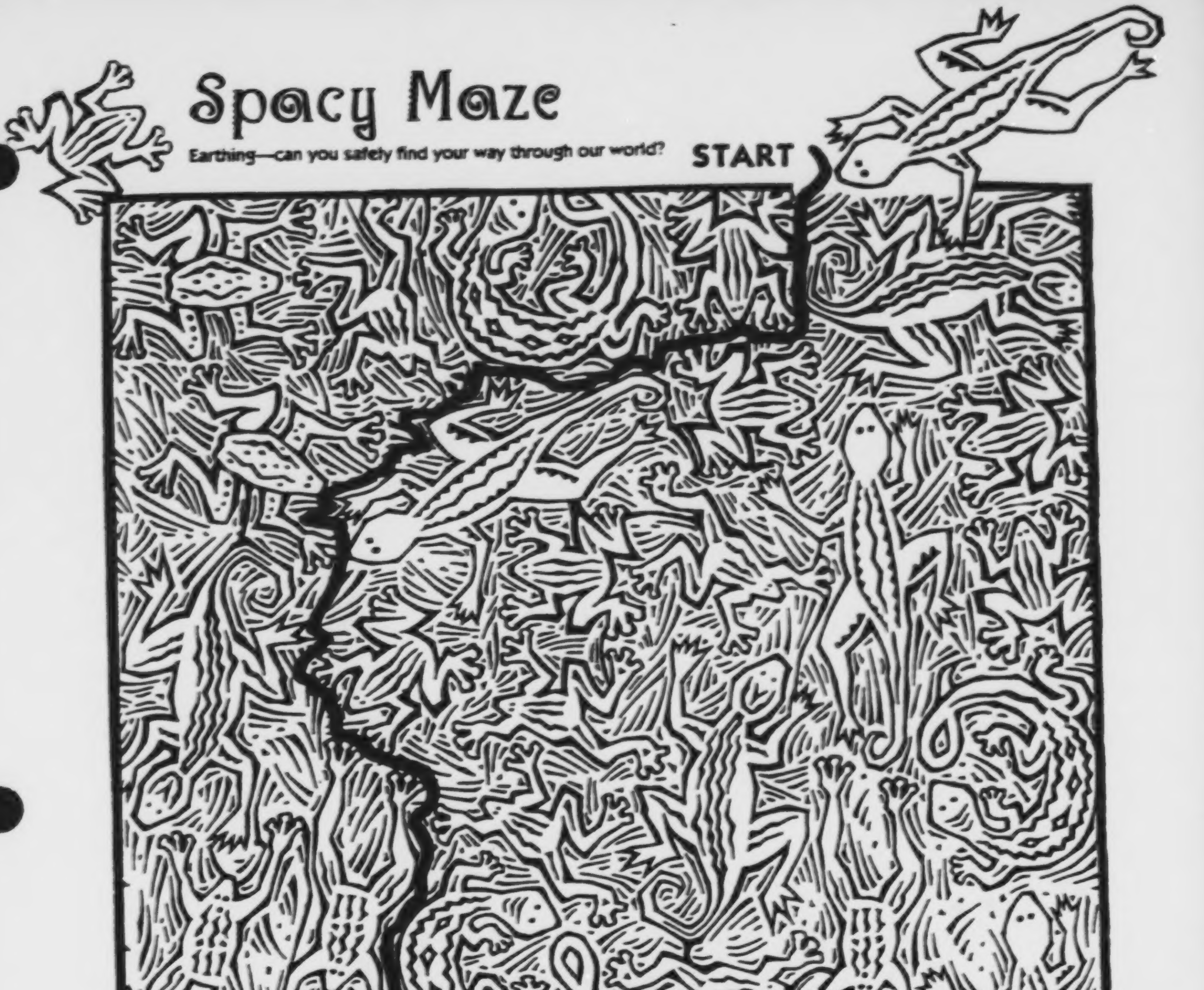
Spacy Maze

Earthing—can you safely find your way through our world?


START
FINISH

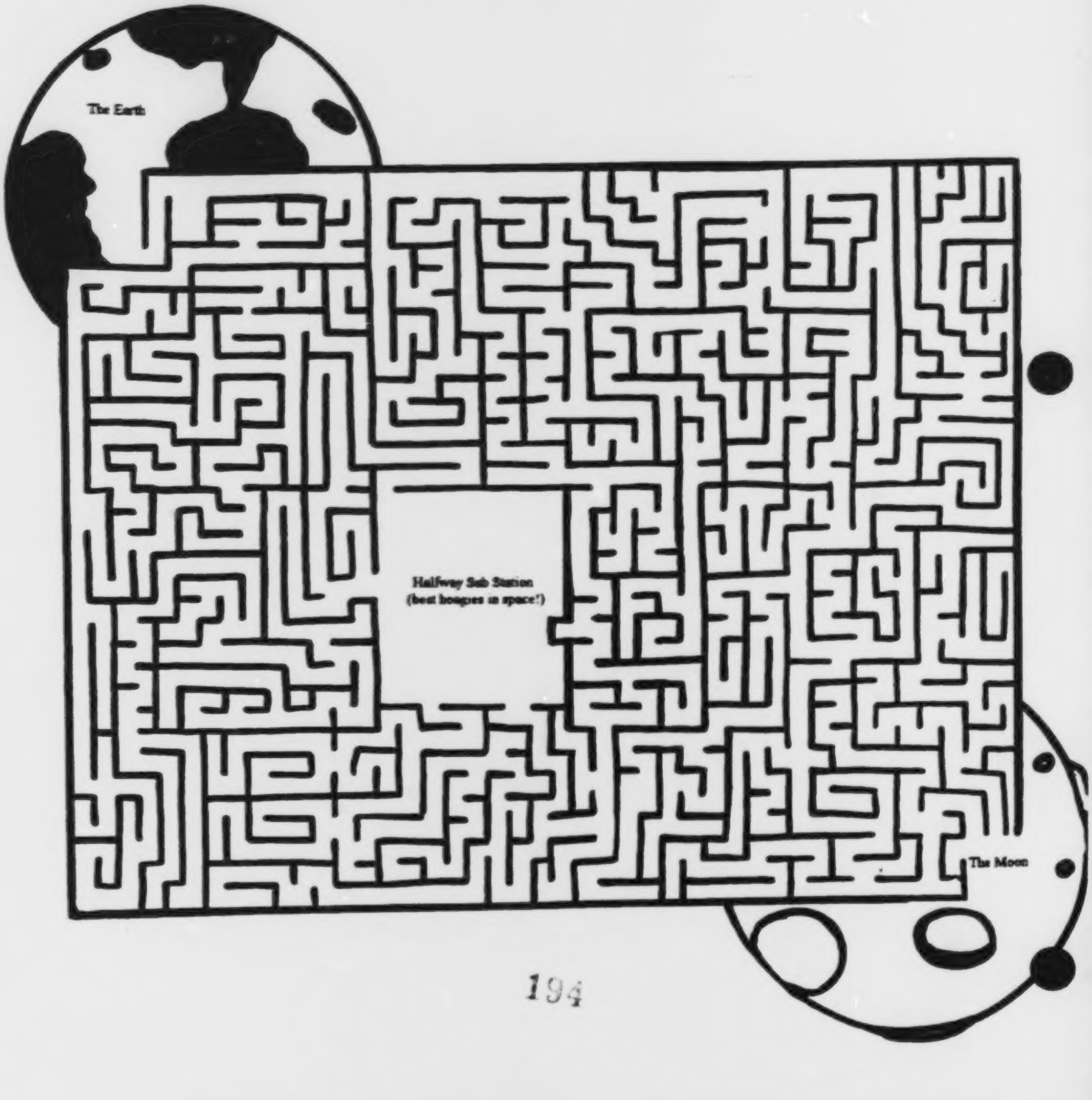
Spacy Maze

Earthing—can you safely find your way through our world?


START
FINISH

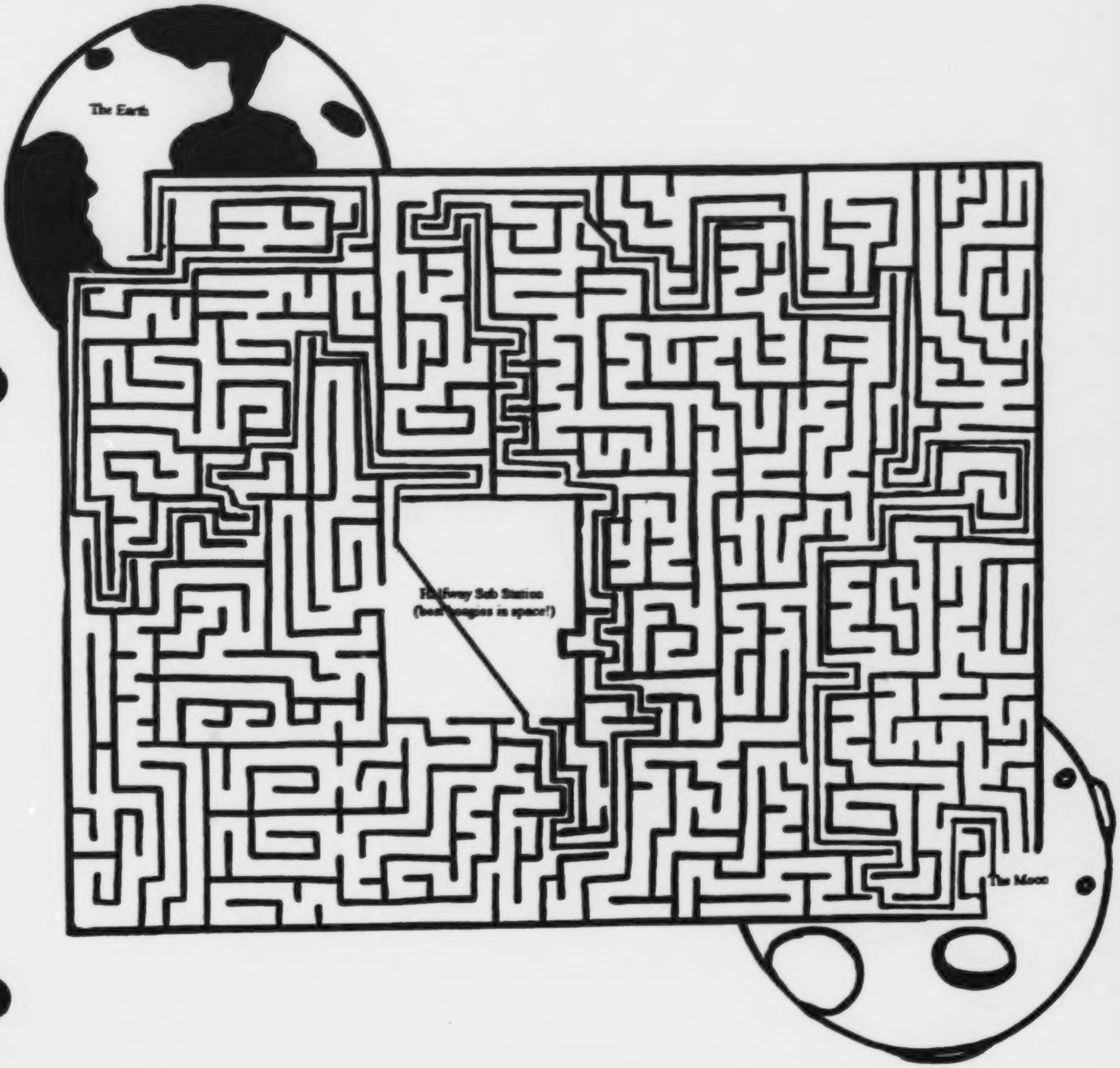
Journey Through The Sky

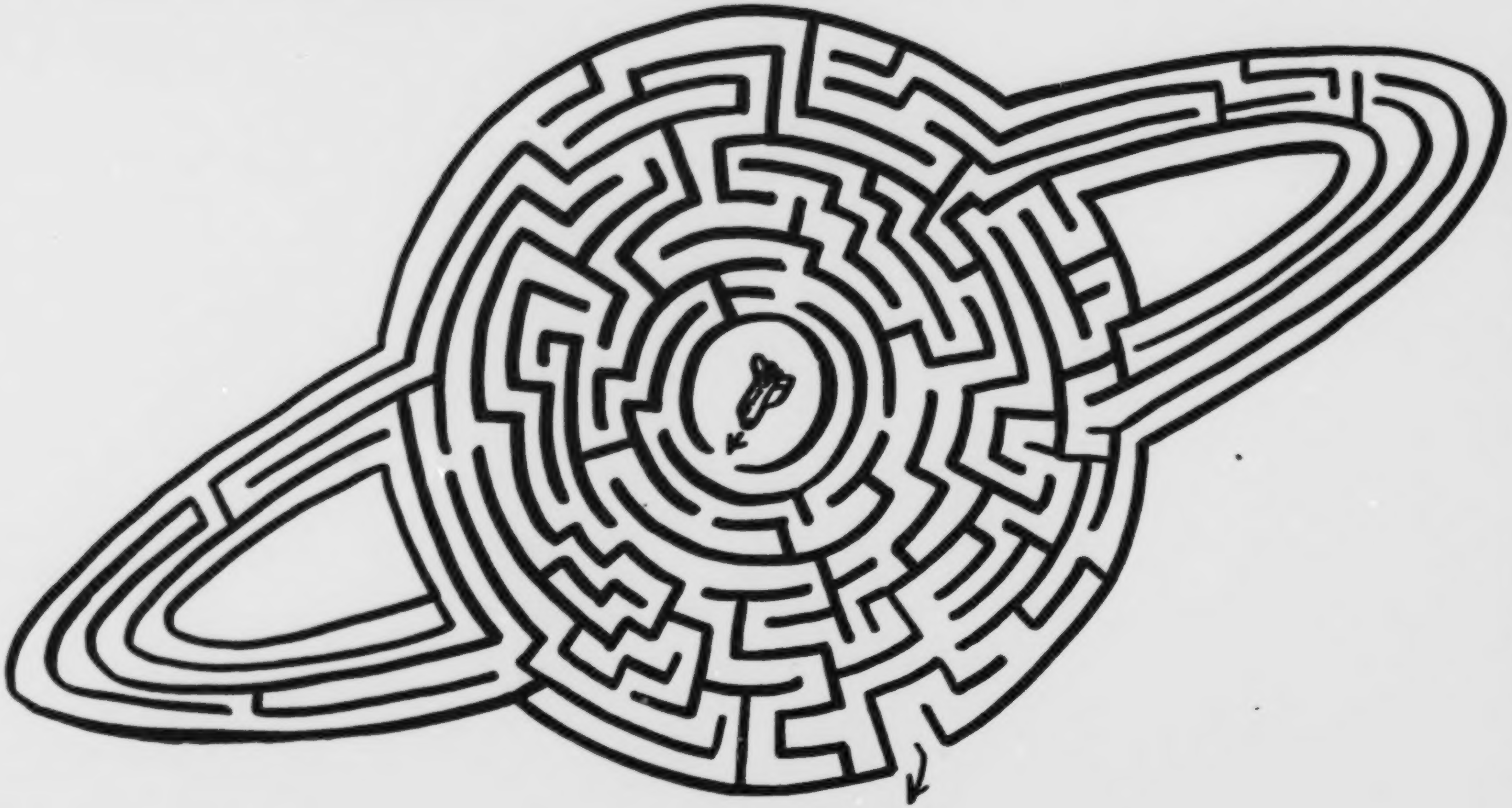
More than 100 years before the first space shuttle touched the moon, Jules Verne wrote a book titled *From the Earth to the Moon* which describes a man's journey into space. You too, can make that voyage. Travel through the maze from Earth to the Moon, stopping at the substation to refuel along the way.


The Earth
Halfway Sub Station
(best lounges in space!)
The Moon

Journey Through The Sky

More than 100 years before the first space shuttle touched the moon, Jules Verne wrote a book titled *From the Earth to the Moon* which describes a man's journey into space. You too, can make that voyage. Travel through the maze from Earth to the Moon, stopping at the substation to refuel along the way.


The Earth
Halfway Sub Station
(best lounges in space!)
The Moon

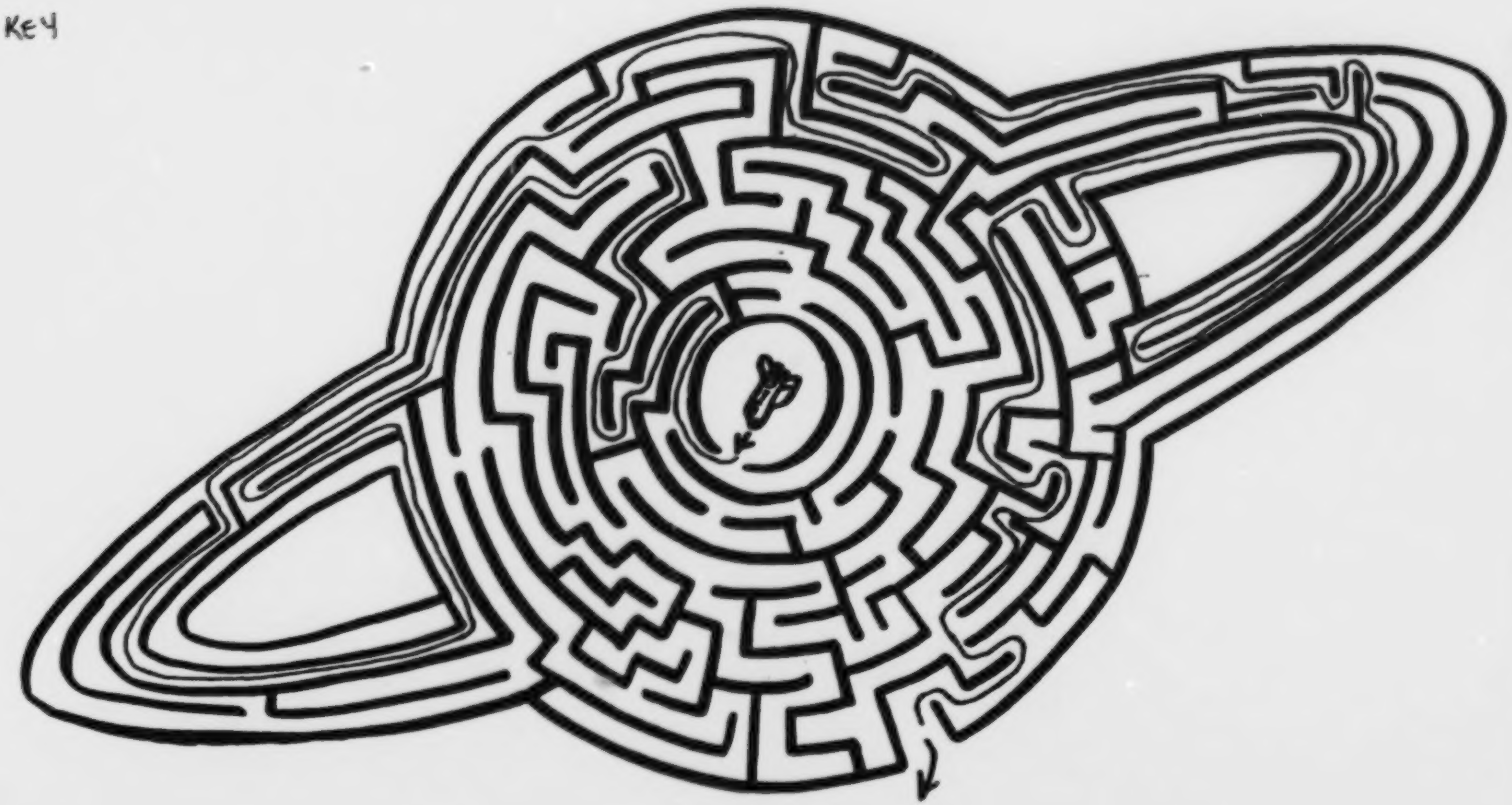


DRAW A LINE SHOWING THE PATH THE SHUTTLE NEEDS TO TAKE

TO GET AWAY FROM SATURN.

HELP THE ASTRONAUTS GET OUT OF SATURN!!!

KEY

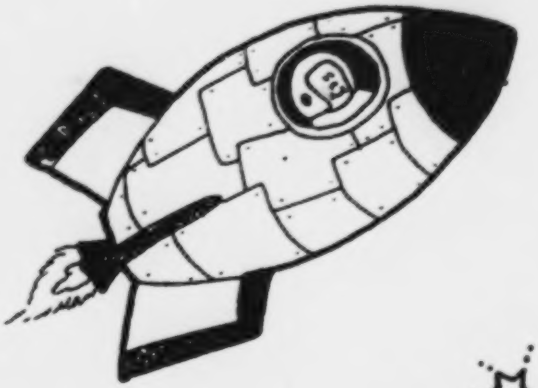


DRAW A LINE SHOWING THE PATH THE SHUTTLE NEEDS TO TAKE TO GET AWAY FROM SATURN.

HELP THE ASTRONAUTS GET OUT OF SATURN!!!

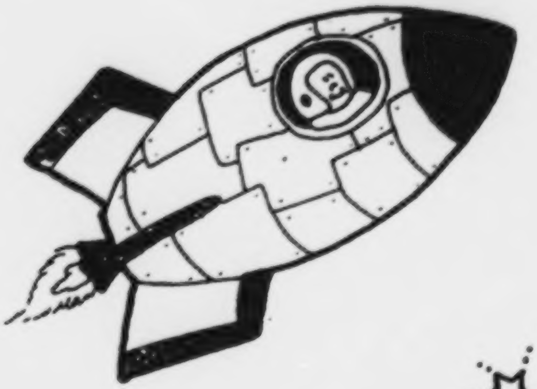
Find the Nine Planets in our Solar System

S V E A R T H P D S
P C E D E L N Y M J
R L G N M C J A E U
S H U E U F R N T P
U N V T B S U R G I
N R S N O T A B L T
A P M R P J V T M E
R L M E R C U R Y R
U G N V N R U T A S



FIND THE NINE PLANETS IN OUR SOLAR SYSTEM

S	V	E	A	R	T	H	P	D	S
P	C	E	D	E	L	N	Y	M	J
R	L	G	N	M	C	J	A	E	U
S	H	U	E	U	F	R	N	T	P
U	N	V	T	B	S	U	R	G	I
N	R	S	N	O	T	A	B	L	T
A	P	M	R	P	J	V	T	M	E
R	L	M	E	R	C	U	R	Y	R
U	G	N	V	N	R	U	T	A	S



FILL IN THE BLANK SPACES WITH THE NAMES OF THE NINE PLANETS AND DISCOVER A SECRET MESSAGE.

1. ___ ___ ___ ___ ___
2. ___ ___ ___ ___ ___ ___ ___
3. ___ ___ ___ ___ ___ ___ ___
4. ___ ___ ___ ___ ___
5. ___ ___ ___ ___ ___
6. ___ ___ ___ ___ ___ ___
7. ___ ___ ___ ___ ___ ___ ___
8. ___ ___ ___ ___ ___ ___
9. ___ ___ ___ ___ ___

1. THIS PLANET IS REDDISH ORANGE DUE TO THE PRESENCE OF LARGE AMOUNTS OF IRON OXIDE (RUST).
2. THIS PLANET IS CLOSEST TO THE SUN.
3. PLANET NUMBER EIGHT IN OUR SOLAR SYSTEM.
4. THIS PLANET IS 70% WATER.
5. THIS PLANET IS USUALLY THE FARTHEST FROM THE SUN.
6. THE SUN RISES IN THE WEST AND SETS IN THE EAST ON THIS PLANET.
7. THIS PLANET IS LARGER THAN ALL THE OTHER PLANETS, MOONS, ASTEROIDS AND COMETS COMBINED.
8. THIS PLANET IS FAMOUS FOR IT'S RINGS.
9. THIS PLANET HAS NO MOON.

WHAT IS A CHUNK OF SPACE ROCK THAT LANDS ON EARTH CALLED?

___ ___ ___ ___ ___ ___ ___ ___ ___

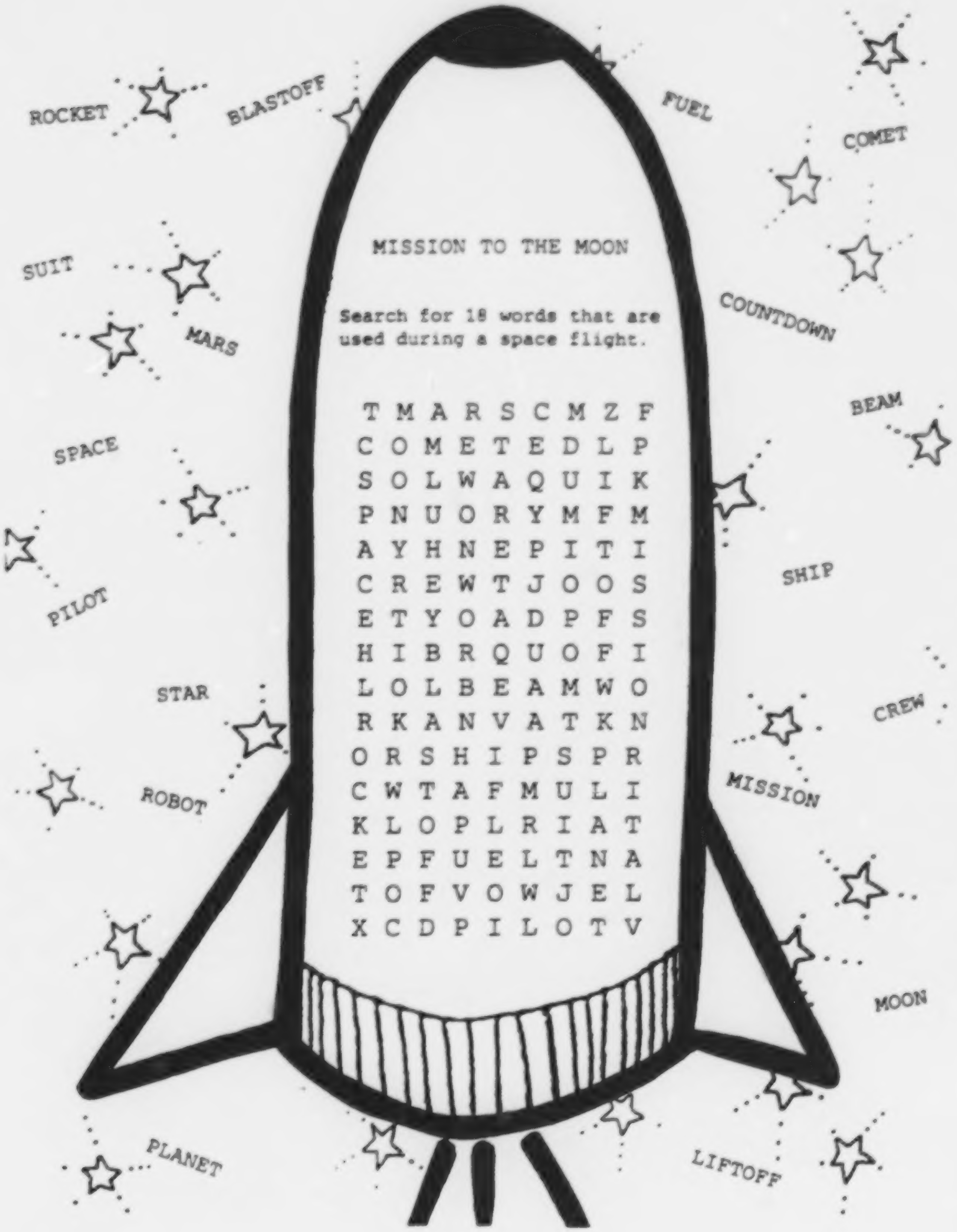
FILL IN THE BLANK SPACES WITH THE NAMES OF THE NINE PLANETS AND DISCOVER A SECRET MESSAGE.

1. MARS
2. MERCURY
3. NEPTUNE
4. EARTH
5. PLUTO
6. URANUS
7. JUPITER
8. SATURN
9. VENUS

1. THIS PLANET IS REDDISH ORANGE DUE TO THE PRESENCE OF LARGE AMOUNTS OF IRON OXIDE (RUST).
2. THIS PLANET IS CLOSEST TO THE SUN.
3. PLANET NUMBER EIGHT IN OUR SOLAR SYSTEM.
4. THIS PLANET IS 70% WATER.
5. THIS PLANET IS USUALLY THE FARTHEST FROM THE SUN.
6. THE SUN RISES IN THE WEST AND SETS IN THE EAST ON THIS PLANET.
7. THIS PLANET IS LARGER THAN ALL THE OTHER PLANETS, MOONS, ASTEROIDS AND COMETS COMBINED.
8. THIS PLANET IS FAMOUS FOR IT'S RINGS.
9. THIS PLANET HAS NO MOON.

WHAT IS A CHUNK OF SPACE ROCK THAT LANDS ON EARTH CALLED?

METEORITE

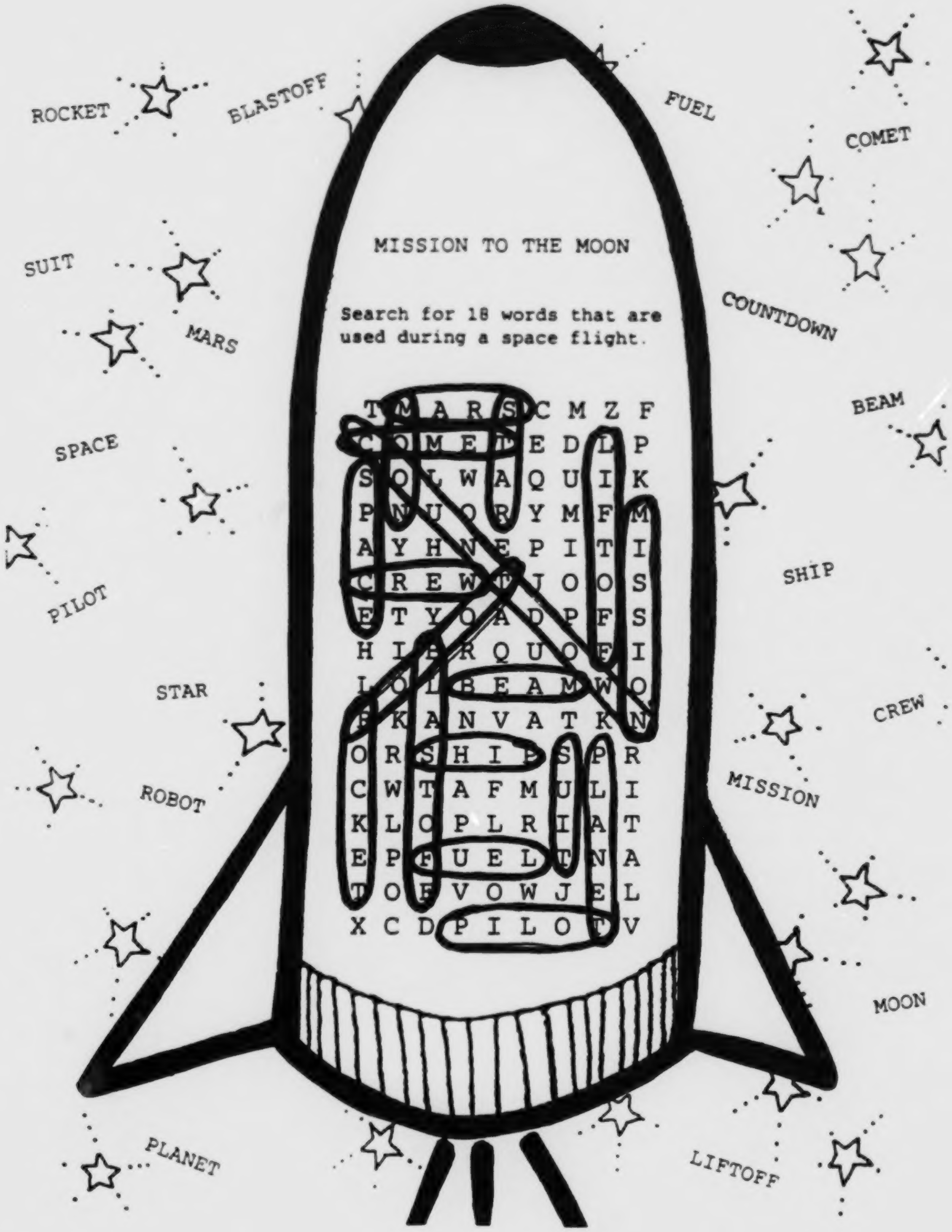


MISSION TO THE MOON

Search for 18 words that are used during a space flight.

```
T M A R S C M Z F
C O M E T E D L P
S O L W A Q U I K
P N U O R Y M F M
A Y H N E P I T I
C R E W T J O O S
E T Y O A D P F S
H I B R Q U O F I
L O L B E A M W O
R K A N V A T K N
O R S H I P S P R
C W T A F M U L I
K L O P L R I A T
E P F U E L T N A
T O F V O W J E L
X C D P I L O T V
```

ROCKET
BLASTOFF
FUEL
COMET
SUIT
MARS
COUNTDOWN
BEAM
SPACE
SHIP
PILOT
STAR
CREW
ROBOT
MISSION
MOON
PLANET
LIFTOFF



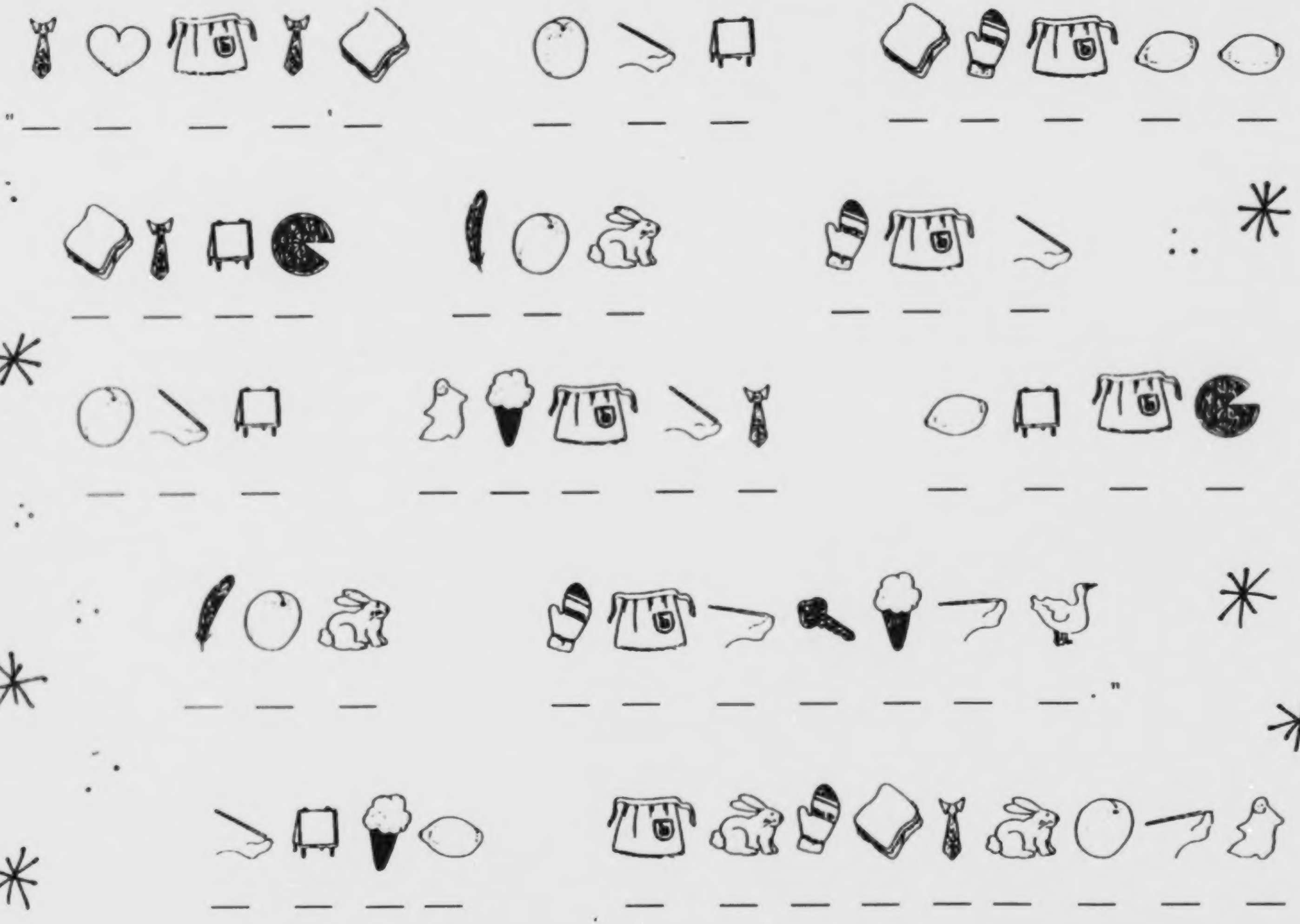
MISSION TO THE MOON

Search for 18 words that are used during a space flight.

T M A R S C M Z F
C O M E T E D L P
S O L W A Q U I K
P N U O R Y M F M
A Y H N E P I T I
C R E W T J O O S
E T Y O A D P F S
H I B R Q U O F I
L O L B E A M W O
R K A N V A T K N
O R S H I P S P R
C W T A F M U L I
K L O P L R I A T
E P F U E L T N A
T O F V O W J E L
X C D P I L O T V

ROCKET
BLASTOFF
FUEL
COMET
SUIT
MARS
COUNTDOWN
SPACE
BEAM
PILOT
SHIP
STAR
CREW
ROBOT
MISSION
MOON
PLANET
LIFTOFF

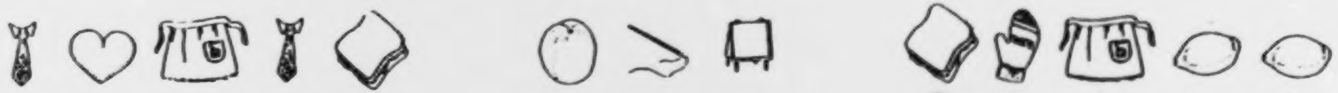
USE THE FIRST LETTER OF EACH PICTURE TO DECODE THIS FAMOUS QUOTE.



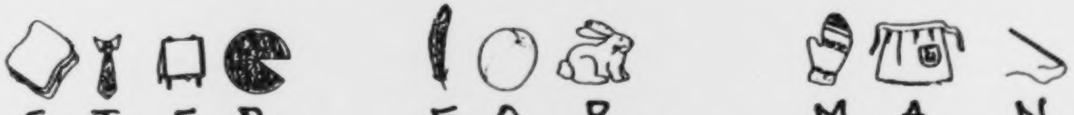
BEST COPY AVAILABLE

206

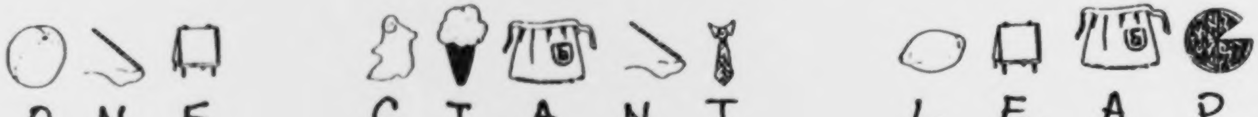
USE THE FIRST LETTER OF EACH PICTURE TO DECODE THIS FAMOUS QUOTE.



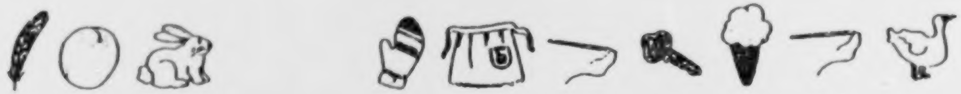
"THAT'S ONE SMALL



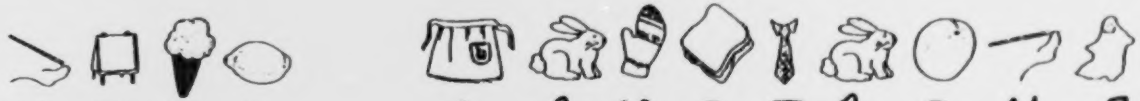
STEP FOR MAN



ONE GIANT LEAP



FOR MANKIND."



NEIL ARMSTRONG

DAFFY (Spaced-Out) DEFINITIONS

Match the word in the left column with its' spaced-out definition on the right. Draw a line to connect the two.[5]

Astronaut

False Teeth

Launch

Mistletoe

Moonbeams

Moonlighting

Rocket

Shooting Star

Specimen

Sunbath

Sunburn

Sunspots

Test Pilot

Getting more than you basked for.

A fry (fly) in the ointment.

What you do to a baby to put it to sleep.

Interplanetary measles.

The meal most favored by astronauts.

What astronauts get instead of athlete's foot.

What holds the moon up.

The sun's other job.

Student who comes through exams with flying colors.

A person who has to be fired before he can work.

Astronauts.

A famous actor who uses his gun too often

Like the stars, they come out at night.

---

[5] Adapted by Margaret Jesus: Daffy Definitions by Joseph Rosenbloom

DAFFY (Spaced-Out) DEFINITIONS
Answer Sheet

Match the word in the left column with its' spaced-out definition on the right. Draw a line to connect the two.[5]

Astronaut	A person who has to be fired before he can work.
False Teeth	Like the stars they come out at night.
Launch	The meal most favored by astronauts.
Mistletoe	What astronauts get instead of athlete's foot.
Moonbeams	What holds the moon up.
Moonlighting	The sun's other job.
Rocket	What you do to a baby to put it to sleep.
Shooting Star	A famous actor who uses his gun too often.
Specimen	Astronauts
Sunbath	A fry (fly) in the ointment
Sunburn	Getting more than you basked for.
Sunspots	Interplanetary measles.
Test Pilot	Students who come through exams with flying colors.

---

[5] Adapted by Margaret Jesus: *Daffy Definitions* by Joseph Rosenbloom

SPACE RIDDLE ACTIVITY

Use any riddle or joke book that has space riddles. There are four listed in the bibliography.

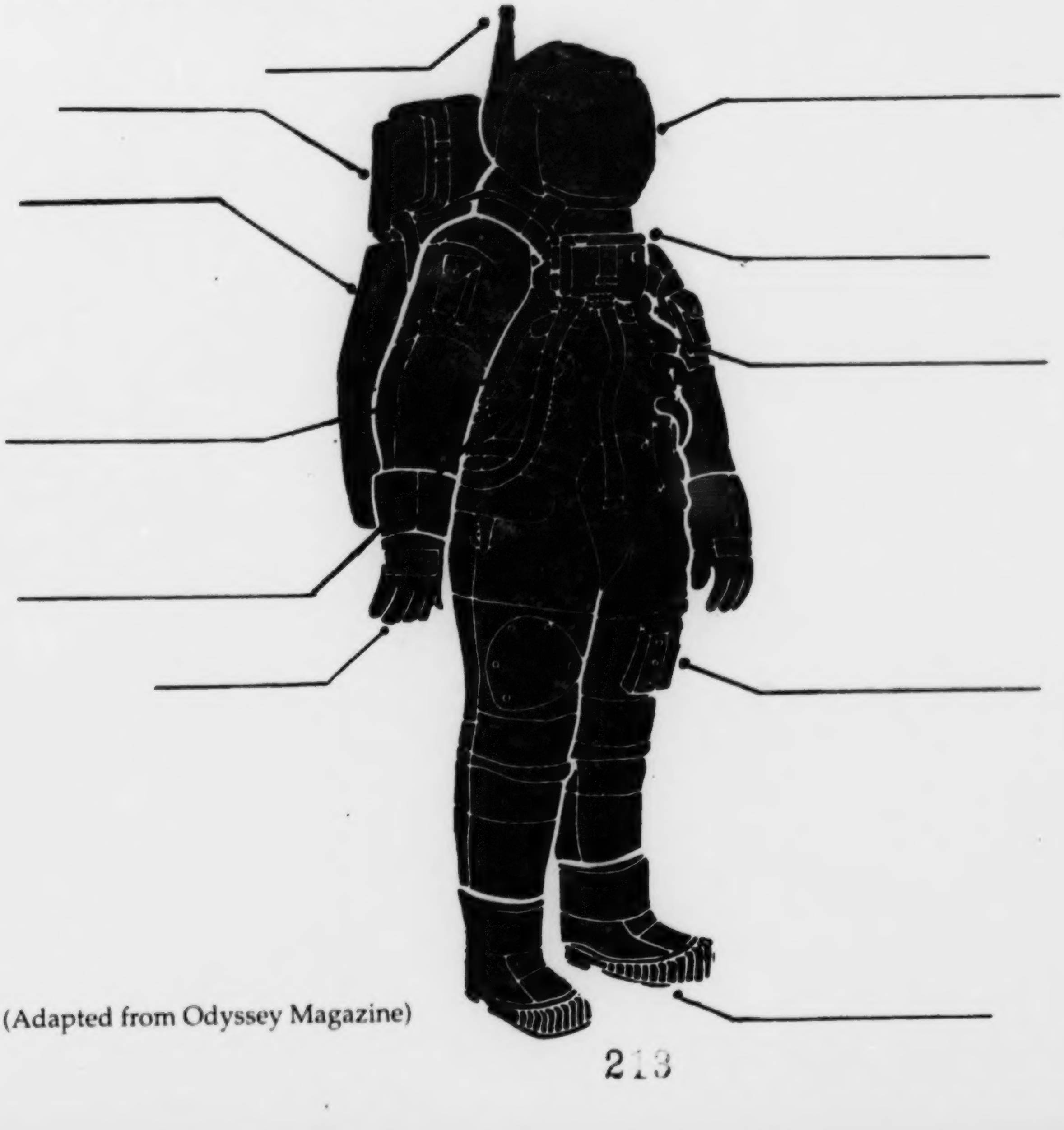
Type out riddles and their answers. Cut strips with one riddle on each strip.

When the children come, hand one to each. Let each child take a turn reading the riddle on their slip and the other children get to guess the answer.

Label The Moonwalker

Astronauts on the moon must protect themselves from the atmosphere in space, so they wear special clothing designed for such conditions. Words describing the astronaut's equipment and clothing have been listed below. Find where each item would be on the astronaut's spacesuit.

- Communications antenna
- Emergency oxygen system
- Portable Life Support system (PLSS) Backpack
- Gold-coated visor (to cut Sun's heat and glare)
- Umbilical for water and oxygen
- Communications cable
- Emergency oxygen umbilical
- PLSS controls
- Gloves
- Heavily insulated boots
- Utility pocket



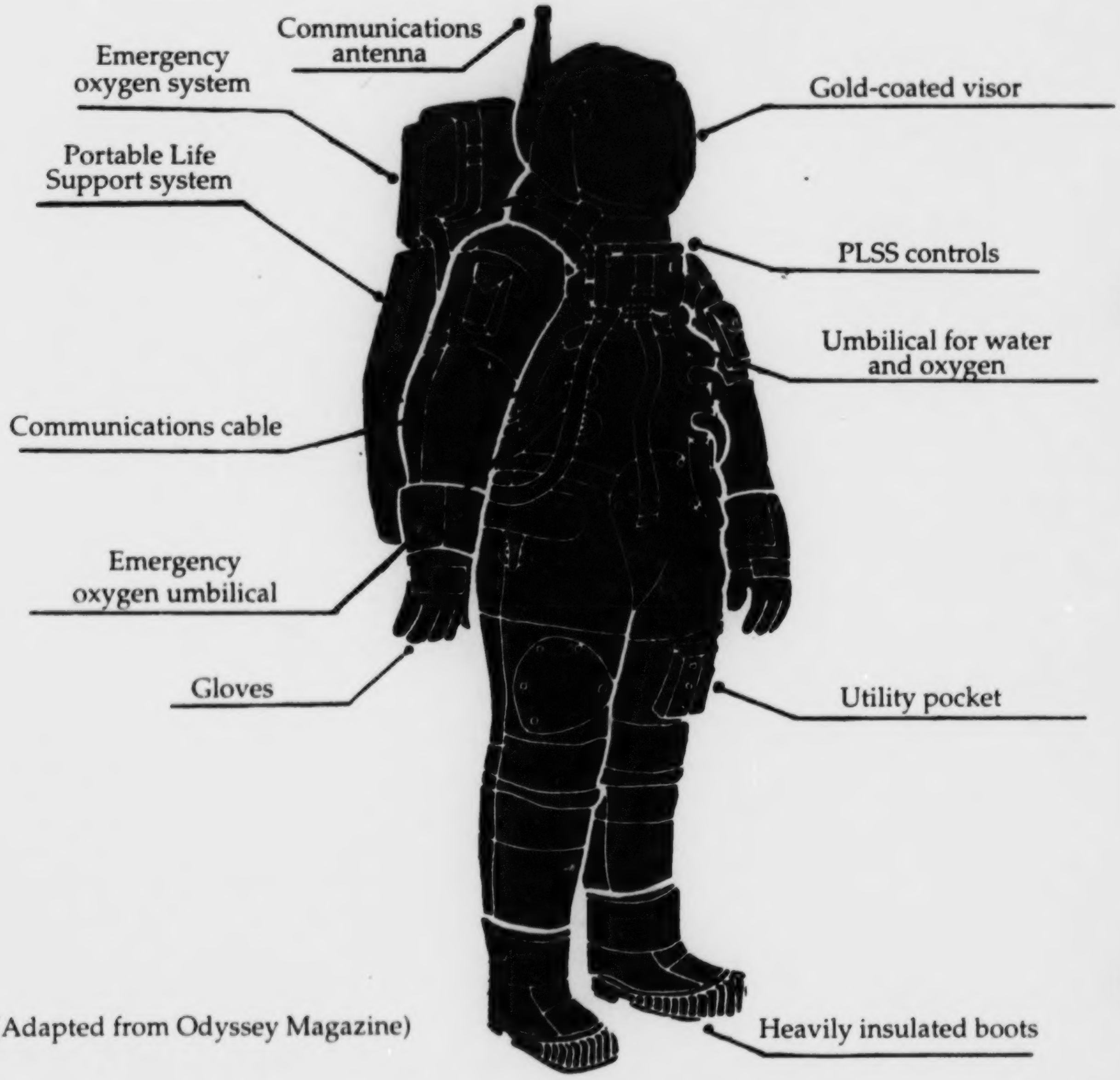
(Adapted from Odyssey Magazine)

Label The Moonwalker

Astronauts on the moon must protect themselves from the atmosphere in space, so they wear special clothing designed for such conditions. Words describing the astronaut's equipment and clothing have been listed below. Find where each item would be on the astronaut's spacesuit.

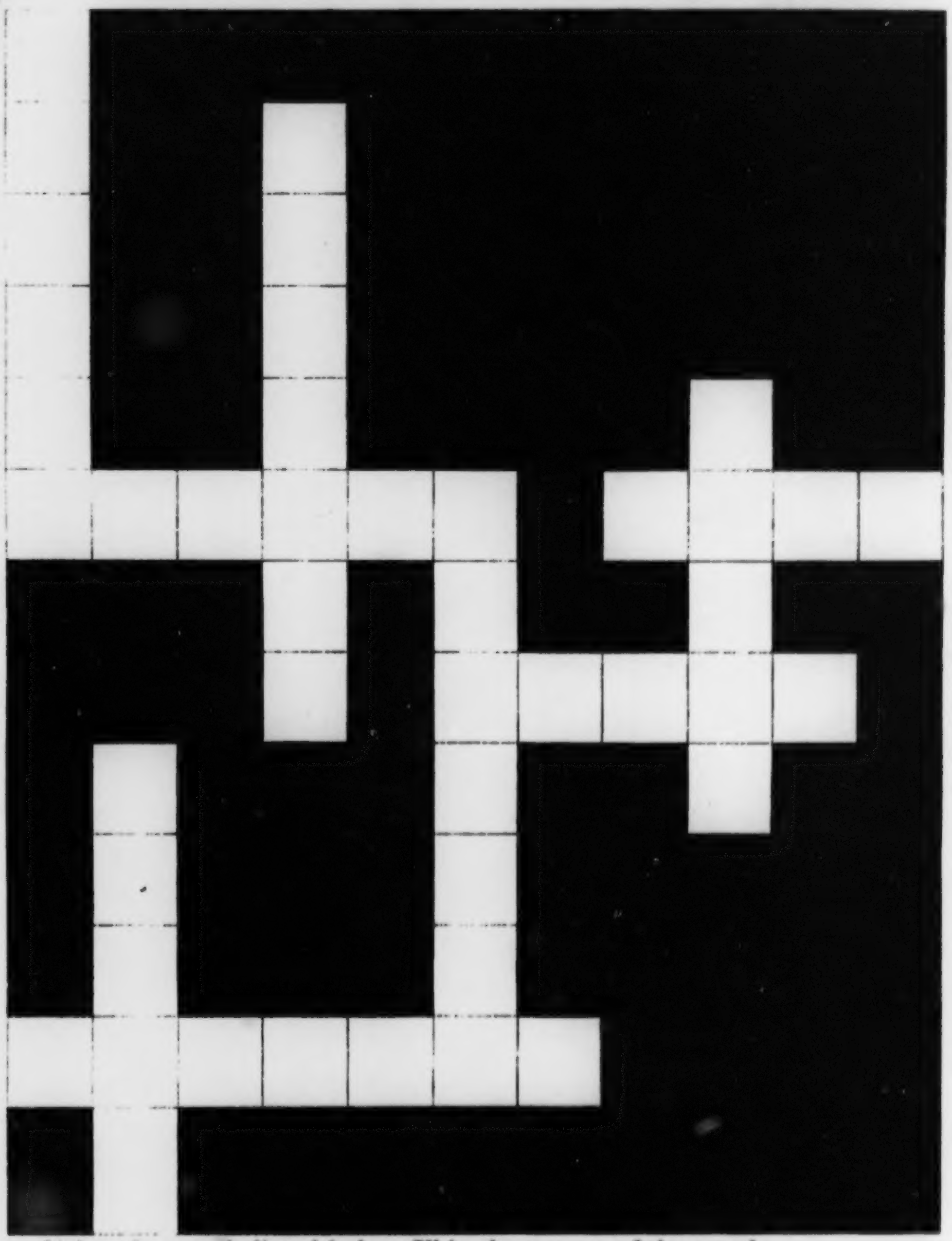
Communications antenna
Emergency oxygen system
Portable Life Support system
(PLSS) Backpack
Gold-coated visor (to cut Sun's heat and glare)
Umbilical for water and oxygen

Communications cable
Emergency oxygen umbilical
PLSS controls
Gloves
Heavily insulated boots
Utility pocket


Communications antenna
Emergency oxygen system
Gold-coated visor
Portable Life Support system
PLSS controls
Umbilical for water and oxygen
Communications cable
Emergency oxygen umbilical
Gloves
Utility pocket
Heavily insulated boots

(Adapted from Odyssey Magazine)

PLANET PUZZLE



Using the words listed below fill in the spaces of the puzzle.

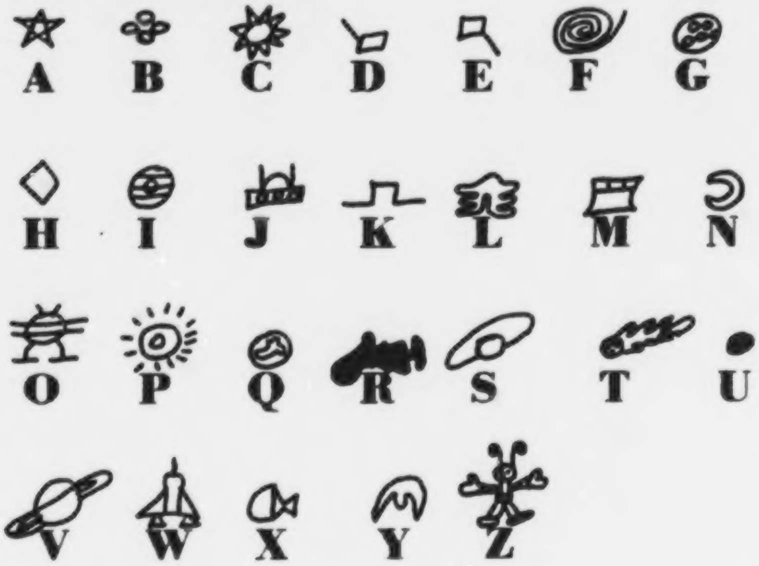
MARS EARTH SATURN MERCURY JUPITER
VENUS PLUTO URANUS NEPTUNE

U										
R			M							
A			E							
N			R							
U			C					E		
S	A	T	U	R	N		M	A	R	S
			R		E			R		
			Y		P	L	U	T	O	
	V				T			H		
	E				U					
	N				N					
J	U	P	I	T	E	R				
	S									

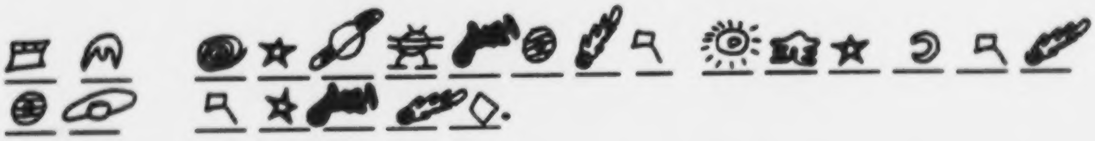
Solution to planet puzzle

SECRET SPACE CODE

Write your friends secret messages using the secret code given below. For each letter of the alphabet there is a space related picture. Give all your friends a copy of the alphabet with the corresponding secret code. Make sure aliens or your enemies (younger brother or sister)don't see your code sheet or soon everyone will know your secrets.



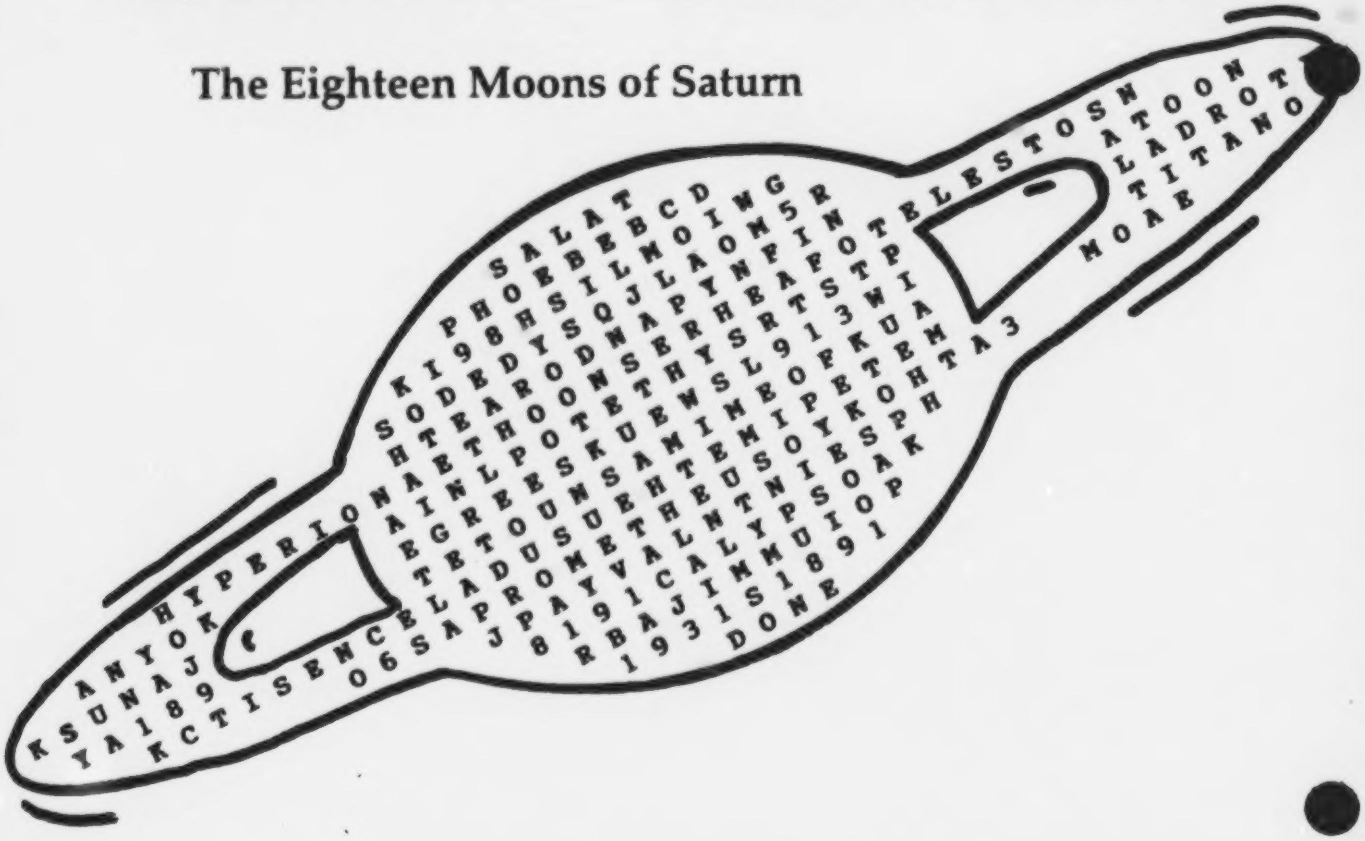
Decode this message for practise:



(Solution is printed upside down on bottom of this page.)

My Favorite planet is earth.

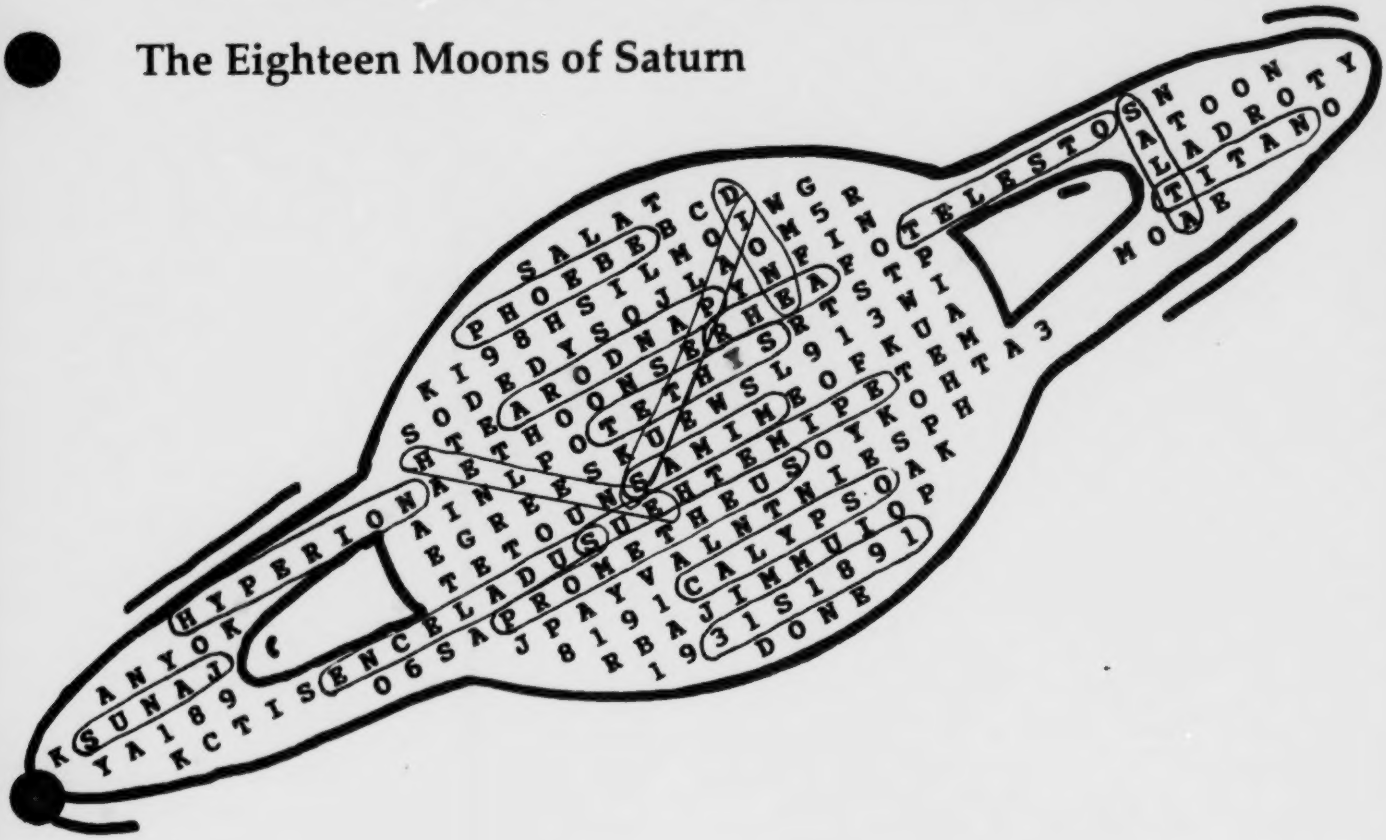
The Eighteen Moons of Saturn



Everyone knows the Earth has one moon, The Moon. But, did you know that Saturn has 18 discovered moons?!? And maybe more that have never been seen.Their names have been listed below. Can you find them running up, down, across, diagonally and even backwards?

MIMAS ***(MY-mus)***
ENCELADUS ***(en-CELL-ah-duss)***
TETHYS ***(TEE-this)***
DIONE **(die-ON-nee)**
RHEA **(REE-ah)**
TITAN ***(TIGHT-an)***
HYPERION ***(hy-PEER-ee-un)***
IAPETUS ***(eye-AP-eh-tuss)***
PANDORA ***(pan-DOR-ah)***
PHOEBE ***(FEE-bee)***
JANUS ***(JAY-nuss)***
EPIMETHEUS ***(ep-ih-MEE-thee-us)***
HELENE ***(hel-EEN)***
TELESTO *(teh-LESS-toh)*
CALYPSO ***(cah-LYP-so)***
ATLAS ***(AT-las)***
PROMETHEUS ***(pro-ME-thee-us)***
1981 S13

The Eighteen Moons of Saturn



Everyone knows the Earth has one moon, The Moon. But, did you know that Saturn has 18 discovered moons?!? And maybe more that have never been seen.Their names have been listed below. Can you find them running up, down, across, diagonally and even backwards?

MIMAS ***(MY-mus)***
ENCELADUS ***(en-CELL-ah-duss)***
TETHYS ***(TEE-this)***
DIONE **(die-ON-nee)**
RHEA **(REE-ah)**
TITAN ***(TIGHT-an)***
HYPERION ***(hy-PEER-ee-un)***
IAPETUS ***(eye-AP-eh-tuss)***
PANDORA ***(pan-DOR-ah)***
PHOEBE ***(FEE-bee)***
JANUS ***(JAY-nuss)***
EPIMETHEUS ***(ep-ih-MEE-thee-us)***
HELENE ***(hel-EEN)***
TELESTO *(teh-LESS-toh)*
CALYPSO ***(cah-LYP-so)***
ATLAS *(AT-las)*
PROMETHEUS ***(pro-ME-thee-us)***
1981 S13

LOOK FOR THESE HEAVENLY NAMES:

Asteroids
Callisto
Ceres
Charon
Deimos
Dione
Earth
Enceladus
Europa
Ganymede
Iapetus
Io
Ice
Iris
Juno
Jupiter
Luna
Maria
Mars
Mercury
Mimas
Miranda
Moon
Neptune
Oberon
Pallas
Phobos
Pluto
Pole
Red spot
Rhea
Ring
Saturn
Solar
Sun
Tethys
Titan
Triton
Umbriel
Uranus
Venus
Vesta
Wind

S O T S I L L A C P A F E O P

O P E U R O P A T N H N A B A

L O T E T H Y S U I O O M E L

A L H T R A E L B I T E B R L

R E E N C E L A D U S A I O A

J U P I T E R I L E D S N N S

A R M A R S R P D N I A P T N

M A R I A B S E T V O M M O I

D N I W A A M N S I R I O P A

S U N D T Y R U C R E M O S P

T S S U N E V T R I T O N D E

M I R A N D A P A S S N O E T

I N G N I R V E S T A U O R U

W E C H A R O N I C E J O R S

LOOK FOR THESE HEAVENLY NAMES:

Asteroids
Callisto
Ceres
Charon
Deimos
Dione
Earth
Enceladus
Europa
Ganymede
Iapetus
Io
Ice
Iris
Juno
Jupiter
Luna
Maria
Mars
Mercury
Mimas
Miranda
Moon
Neptune
Oberon
Pallas
Phobos
Pluto
Pole
Red spot
Rhea
Ring
Saturn
Solar
Sun
Tethys
Titan
Triton
Umbriel
Uranus
Venus
Vesta
Wind

```
S O T S I L L A C P A F E O P
O P E U R O P A T N H N A B A
L O T E T H Y S U I O O M E L
A L H T R A E L B I T E B R L
R E E N C E L A D U S A I O A
J U P I T E R I L E D S N N S
A R M A R S R P D N I A P T N
M A R I A B S E T V O M M O I
D N I W A A M N S I R I O P A
S U N D T Y R U C R E M O S P
T S S U N E V T R I T O N D E
M I R A N D A P A S S N O E T
I N G N I R V E S T A U O R U
W E C H A R O N I C E J O R S
```

Twinkle, Twinkle Little Star

Have you ever wondered how many stars are in the sky on a given night?
Perhaps millions! Now you can do a simple experiment
to help you find the answer to this question.
You will need only a few items to perform this experiment,
so collect what you need and let's get started!

First, **gather** a pencil, a pair of scissors, a large sheet of cardboard, and a yardstick. Then, **measure** the length and width of the piece of cardboard to find its exact center. Draw a 4 - inch (10-centimeter) square around the exact center of the cardboard piece and **cut out** the square. Now you are ready to look at the sky on a clear night and find the answer to the question: how many stars are really up there?

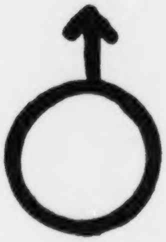
Hold the sheet of cardboard exactly one foot (30 centimeters) from your eyes, and close one eye to look through the opening in the cardboard. **Count** all the stars that you can see clearly through the opening. Be sure you hold your head and the cardboard very still!!

Now **multiply** the number of stars you counted by 57, and you will find your answer. You must multiply the number of stars counted by 57, because the area of the part of sky that you saw through the opening in the cardboard was 1/57 of the total area of the sky.

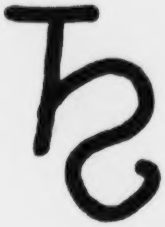
You can get a much more accurate count of this number by repeating this experiment four or five times and by looking at different parts of the sky each time. Then you will need to get a total, and divide the total you counted by the number of times you did the experiment. This will give you an average. Then, you must multiply the average by 57 to get the total number of stars that were visible in the celestial hemisphere for that period of time.

You can also do a comparison study by counting the stars in different months and seasons. Try to determine why you got different counts on different nights. What factors affect the number of stars that you see? You can come up with hundreds of different ways to learn about the stars, so have fun learning!

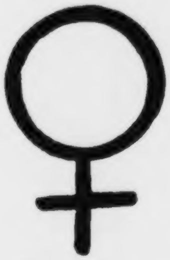
Throughout history, the meanings of symbols has evolved and changed. Symbols for planets and stars, such as the ones shown below, have been accepted around the world for thousands of years. Many of the names derived from Greek and Roman mythology; Mars, for example, was the god of war and aggression, Venus was the goddess of beauty and love, and Neptune was the Ruler of the Sea.



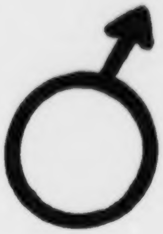
Uranus



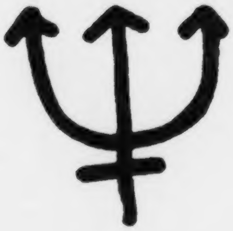
Saturn



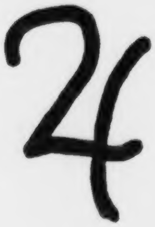
Venus



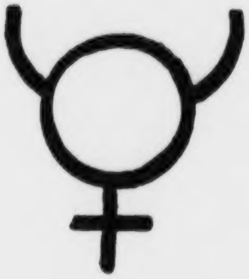
Mars



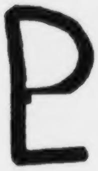
Neptune



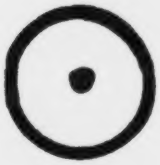
Jupiter



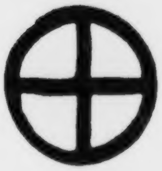
Mercury



Pluto



Sun



Earth

EARLY SPACE TRAVEL TRIVIA

1. Which was the first artificial satellite to be launched into space, and when was it launched?

2. When was the first U.S. satellite launched into orbit around the earth and what was its name?

3. Who built *Telstar I* and when was it launched?

4. What was special about *Telstar 1?*

5. When was the *Explorer* 6 satellite launched and what was so special about it?

6. What was special about *Echo I* which was launched in the summer of 1960?

7. What is considered to be the first cooperative effort in space between the U.S. and the Soviet Union?

8. What country accomplished the flight of the first living creature in space and when did it take place?

9. What living creature(s) were the first to be launched into space?

10. What was the name of the first chimpanzee in orbit around the earth?

11. Who was the first American in orbit around the earth?

12. What was the name of the rocket that launched the first American into orbit and when was it launched?

13. What happened to the monkey launched in *Biosatellite* 3 just 2 weeks before the successful lunar landing of *Apollo 11?*

14. Give at least 3 names of dogs that were launched into space by the Soviet Union.

15. Who was the first man in history to orbit the earth? When was he launched into space?

16. What was special about Yuri Gagarin's landing on earth?

17. How long did Soviet cosmonaut Gherman Stepanovich Titov's orbiting flight in *Vostoc* 2 last?

18. What happened to M. Scott Carpenter after he splashed down in *Aurora 7* on May 25, 1962?

19. What was the last *Mercury* Flight and when did it take place? How long was the flight?

20. What was special about L. Gordon Cooper's *Mercury* flight?

21. What was the name of the first female cosmonaut and what was the name of the spacecraft she was piloting?

22. Who did Andrian Nikolayev marry and when did they have their first child?

23. When was the first *Gemini* spacecraft launched and what was its unofficial nickname?

24. What was smuggled on board of *Gemini 3?*

25. Who was the first "self propelled" astronaut and what mission did he fly on?

EARLY SPACE TRAVEL TRIVIA
ANSWER SHEET

1. *Sputnik I* was the first artificial satellite. It was launched by Russia on October 4, 1957.

2. *Explorer I* was launched on January 31, 1958.

3. It was built by the American Telephone and Telegraph Company and launched on July 10, 1962.

4. It made the first transatlantic television broadcast possible.

5. It was launched on August 7, 1959, and it transmitted back to earth the first pictures of earth from space.

6. It allowed Bell Telephone to make the first transatlantic, wireless code transmission from Hondel, New Jersey to Issyles-Moulineaux, France.

7. The *Echo 2* launch on January 25, 1964, which allowed an exchange of Data with the Soviet Union.

8. The U.S. launched the first living creature flight on September 20, 1951, for a straight up and back to earth rocket flight.

9. It was one monkey and eleven mice.

10. His name was Enos.

11. Lieutenant Colonel John H. Glenn.

12. It was *Mercury Friendship 7* and it was launched on February 20, 1962.

13. He was supposed to stay in space for thirty days, but fell ill and was recovered after only 9 days in space. He died shortly after the recovery and it was determined that the cause was severe dehydration during his space flight.

14. Laika, Belka, Strelka, Ptsyalka, Mushka Chernushka, and Zvezdochka.

15. Soviet Cosmonaut Yuri Alekseyevich Gagarin was launched atop a A-l rocket on April, 12 1961.

16. At an altitude of about 23,000 feet he was ejected from the capsule and landed separately from the hot and charred *Vostoc 1*.

17. 25.3 hours.

18. He overshot his predicted impact point by 250 miles and was bobbing in the Atlantic for 3 hours. He was out of radio contact for 41 minutes and finally managed to make contact with a nearby aircraft by using a mirror.

19. It was L. Gordon Cooper Jr.'s flight in *Faith 7*. It lasted 34 hours and almost 20 minutes on May 15th and 16th, 1963.

20. He became the first person ever to launch a satellite while in orbital flight. He was also the first person ever to reenter earth atmosphere in the manual mode instead of the automatic mode.

21. Valentina Tereshkova was piloting *Vostoc* 6 during a mission lasting from June 16 to June 29, 1963.

22. Nikolayev (*Vostoc 3 Pilot*) married Valentina Tereshkova (*Vostoc* 6) and the first baby was born on June, 7 1964; a baby girl named Yelana.

23. It was launched March 23, 1965; the nickname was *Molly Brown*.

24. It was a corned beef sandwich, which caused a giant uproar in Congress.

25. After depressurizing the cabin, Edward White only had to open the hatch and propel himself into space. He had a hand-held portable gas-thruster nicknamed "Zot-Gun" which helped him move around in space. He flew on *Gemini 4*.

These words were on a flight destined for the next Galaxy. Somewhere out in outerspace, the hatch door flew open and they got tossed out! Astronauts were able to recover many of them, but now the words are all jumbled up. Can you help the astronauts unscrambled the words on this page?

1. SVEUN ____________________
2. SARM ____________________
3. PRTEUJI ____________________
4. PUNNETE ____________________
5. STMIROEYSASL (2 words) ____________________
6. TPOLU ____________________
7. RUTNSA ____________________
8. TERAH ____________________
9. HSCETUATELPS (2 words) ____________________
10. RTIBO ____________________
11. RMULELNUAOD (2 words) ____________________
12. LITASETEL ____________________
13. TRSAS ____________________
14. KROCTE ____________________
15. ECSATINOTPSA (2 words) ____________________
16. ROANUSTAT ____________________
17. EROTME ____________________
18. MOCTE ____________________
19. VYTGARI ____________________
20. WYLIKAYM (2 words) ____________________

These words were on a flight destined for the next Galaxy. Somewhere out in outerspace, the hatch door flew open and they got tossed out! Astronauts were able to recover many of them, but now the words are all jumbled up. Can you help the astronauts unscrambled the words on this page?

1.	SVEUN	VENUS
2.	SARM	MARS
3.	PRTEUJI	JUPITER
4.	PUNNETE	NEPTUNE
5.	STMROEYSASL (2 words)	SOLAR SYSTEM
6.	TPOLU	PLUTO
7.	RUTNSA	SATURN
8.	TERAH	EARTH
9.	HSCETUATELPS (2 words)	SPACE SHUTTLE
10.	RTIBO	ORBIT
11.	RMULELNUAOD (2 words)	LUNAR MODULE
12.	LITASETEL	SATELLITE
13.	TRSAS	STARS
14.	KROCTE	ROCKET
15.	ECSATINOTPSA (2 words)	SPACE STATION
16.	ROANUSTAT	ASTRONAUT
17.	EROTME	METEOR
18.	MOCTE	COMET
19.	VYTGARI	GRAVITY
20.	WYLIKAYM (2 words)	MILKY WAY

OTHER

TIME CAPSULE:

Approach a parent or contractor in town to help with this project. Using block premix concrete, build a pillar somewhere on the library property. This pillar can be as tall, wide, ect. as you need it to be. Using an air tight plastic container(s), have the children bring one small item to place in the container.

After collecting the items, seal up the container and place in the pillar. Have the contractor volunteer seal the pillar making it water tight. Be sure to include in the container a list of the childrens' names, program, year and date.

When completed, place a plaque on the pillar that says "Reach for the Stars", 1997 Summer Reading Program Time Capsule. The sealing of the capsule could be done on the last day of the program when all the children are present. Be sure to notify the local media so they can cover the event.

INTERGALACTIC PARTY: (last day of summer reading program)

Approach a local art group or high school art department to design simple masks that can be reproduced and made by the children. Characters can be taken from the "Star Wars" movie (Luke Skywalker, R2D2, etc.) Masks can be done as the project the week prior to the closing ceremony party.

Each child comes to the party as their favorite character. The time capsule will be sealed and party begins. Be sure all food served has a galactic name. Examples:

1. Pluto Dogs (hot dogs)
2. Big Dipper punch
3. Mars Bars (chocolate chip bars)
4. Comet Cookies (sugar cookies)
5. Saturn Swirls (jello layered with whipped cream)

Show the movie E.T.

FAMILY NIGHT UNDER THE STARS:

Approach astronomy buffs in your community to bring their telescopes and share their knowledge with the children. Invite the parents to participate. Hand out a chart showing all the constellations and planets. Serve cookies and punch or cocoa.

This program can be done in lieu of a day time program. Have a storyteller come and tell stories of how the stars got their names.

Space Books

for
Kindergarten and 1st Grade Readers

The Berenstain Bears on the Moon
by Stan & Jan Berenstain
Space Rock
by Jon Buller & Susan Schade
You Will Go to the Moon
by Mae B. Freeman
Trouble in Space
by Rose Greydanus
Up, Up and Away
by Margaret Hillert
The Magic Moon Machine
by Jane Belk Moncure
Jed and the Space Bandits
by Jean Marzollo
Jed's Junior Space Patrol
by Jean Marzollo
The Space Monster
by Holly Stephenson
Commander Toad and the Space Pirates
by Jane Yolen
Commander Toad in Space
by Jane Yolen

Space Books

for
Kindergarten and 1st Grade Readers

The Berenstain Bears on the Moon
by Stan & Jan Berenstain
Space Rock
by Jon Buller & Susan Schade
You Will Go to the Moon
by Mae B. Freeman
Trouble in Space
by Rose Greydanus
Up, Up and Away
by Margaret Hillert
The Magic Moon Machine
by Jane Belk Moncure
Jed and the Space Bandits
by Jean Marzollo
Jed's Junior Space Patrol
by Jean Marzollo
The Space Monster
by Holly Stephenson
Commander Toad and the Space Pirates
by Jane Yolen
Commander Toad in Space
by Jane Yolen

Space Books

for
Kindergarten and 1st Grade Readers

The Berenstain Bears on the Moon
by Stan & Jan Berenstain
Space Rock
by Jon Buller & Susan Schade
You Will Go to the Moon
by Mae B. Freeman
Trouble in Space
by Rose Greydanus
Up, Up and Away
by Margaret Hillert
The Magic Moon Machine
by Jane Belk Moncure
Jed and the Space Bandits
by Jean Marzollo
Jed's Junior Space Patrol
by Jean Marzollo
The Space Monster
by Holly Stephenson
Commander Toad and the Space Pirates
by Jane Yolen
Commander Toad in Space
by Jane Yolen

List of authors, &, or series for 1997 Summer Reading Program
"Book A Trip To The Stars"

Science fiction, other fiction (astronomy, moon, stars, planets, space, space travel, space ships, comets, etc.), and informational authors

1. Preschool

"Alister", series, by Marilyn Sadler
"Commander Toad", series, by Jane Yolen
Nancy Coffelt
Frank Asch
Eric Carle
Gail Gibbons
Judith Cole
Martha Alexander
Michael Emberley
Mirra Gingsburg
Geri Keams

2. K - 3

Rookie - Read - About Science Series from Children's Press
H. A. Rey
Margaret Wise Brown
Lee Bennett Hopkins
Joanna Cole
Sidney Rosen
Paul Goble
Jane Taylor
"Lucky Star" Series, by Isaac Asimov
Franklyn Branley
Seymour Simon
Daniel Pinkwater
Mary Osborne

3. Grades 4 - 6

"Mushroom Planet", series, by Eleanor Cameron
"Tom Swift", series
Franklyn Branley
Seymour Simon
Isaac Asimov
Alfred Slote
Daniel Pinkwater
Gene DeWeese
Madeline L'Engle
Diana Wynne Jones
Andre Norton
Jane Yolen
Jay Willams
Margaret Mahy

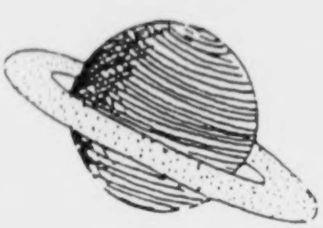
233

"Star Fleet Academy", series
"Star Trek Deep Space Nine"/Juvenile Series

Bruce Coville
Paula Danzinger
Louis Slobodkin
Patricia McKillip
Daniel Pinkwater
Jonathan Etra
Isaac Asimov
Gregory Vogt
Franklyn Bramley
Christopher Lampton
Pat Lauber
Alfred Slote
William Sleator

4. Youth Adult

"Star Trek Deep Space Nine," series
"Star Trek Next Generation," series
"Star Trek Voyager," series
H.M. Hoover
John Christopher
Isaac Asimov
William Sleator
Margaret Mahy
Jules Verne
Arthur C. Clarke
Pamela Sargent
Pamela Service
Catherine Dexter
Carl Sagan
Mary Downey Hahn



SPACE BIBLIOGRAPHY
Grades 2nd and 3rd
Fiction

Arnold, Caroline *My Friend from Outer Space* unp. Franklin Watts 1981

Buller, Jon *Space Rock* 48 pg. Random 1988

Coville, Bruce *Space Brat* 68 pg. Pocket 1992*

Godfrey, Martyn *I Spent My Summer Vacation Kidnapped in Space* 133 pg. Scholastic 1990

Goodman, Julius *Space Patrol* 118 pg. Bantam 1983

Hess, Debra *Too Many Spies* 113 pg. Hyperion 1993

Hess, Debra *Escape from Earth* 110 pg. Hyperion 1994

Hirst, Robin *My Place in Space* 33 pg. Orchard Books 1990

Nugent, Jean *Calling Outer Space* 93 pg. Scholastic 1985

Packard, Edward *Mutiny in Space* 116 pg. Bantam 1989

Pinkwater, Daniel *Ned Feldman, Space Pirate* 47 pg. MacMillan 1994

Pinkwater, Daniel *Mush, a Dog From Space* 38 pg. Atheneum 1995

Rose, Laura *Heathcliff in Outer Space* 24 pg. Marvel Books 1985

Senn, Oscar *Loonie Louie Meet the Space Fungus* 106 pg. Avon 1991

Service, Pamela *Stinker From Space* 83 pg. Scribner 1988

Standiford, Natalie *Space Dog in Trouble* 71 pg. Avon 1991

Stephensen, Holly *Space Monster* 28 pg. Silver Burdett 1980

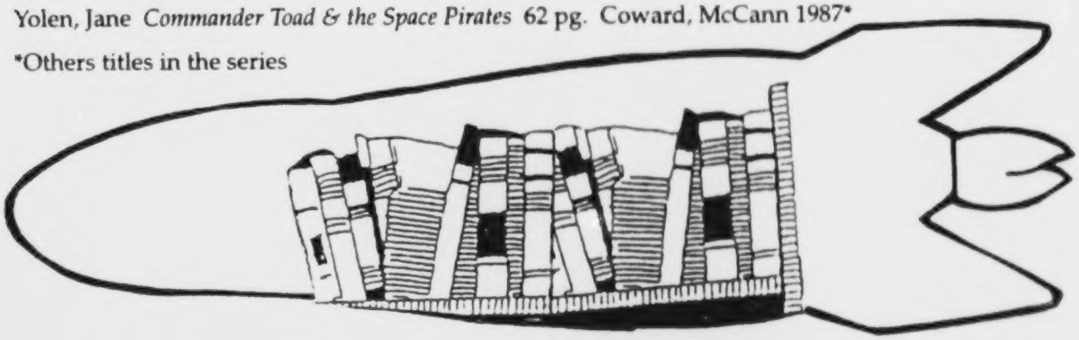
Teague, Mark *Moog Moog, Space Barber* 32 pg. Scholastic 1990

Williams, Jay *Danny Dunn & the Voice From Space* 157 pg. MacGraw-Hill 1967*

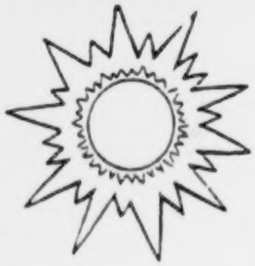
Woodcock, John *Trouble in Space* 50 pg. Bantam 1984

Yolen, Jane *Commander Toad & the Space Pirates* 62 pg. Coward, McCann 1987*

*Others titles in the series



BOOK A TRIP TO THE STARS
(Third Grade Reading List)



CHESANOW, NEIL (Illus. by Ann Iosa.)
Where Do I Live? Hauppauge, NY. Barron's, c1995.
Shows our place in the Universe by telescoping from small (a room) to large (the Universe) and back home again.

COLE, JOANNA
The Magic School Bus Lost in the Solar System. New York. Scholastic Books, 1990. The class tours the planets.

COVILLE, BRUCE
Space Brat Series. New York. Pocket Books, 1992-
The adventures of Space Brat Blork and his friends and enemies.

ETRA, JONATHAN
Aliens for Breakfast. New York. Random House, 1989.
Finding an intergalactic special agent in his cereal box, Richard joins the extraterrestrial in a fight to save Earth from the Dranes, one of whom is masquerading as a student in Richard's class.

ETRA, JONATHAN
Aliens for Lunch. New York. Random House, 1991.
When their bag of microwave popcorn explodes and a space alien emerges, Richard and Henry join him on a top-secret interstellar mission to save the desserts of the universe.

GRIFFITH, HELEN V.
Grandaddy's stars; pictures by James Stevenson. New York: Greenwillow Books, c1995. (unpaged)
Janetta is a city girl and Grandaddy lives on a farm but she learns that they share the same sky.

JOBB, JOANNE
Night sky book: an everyday guide to every night; ill. by Linda Bennett. Boston, MA: Little, Brown, 1977. 127 p.

MARZOLLO, JEAN
Jed and the space bandits; ill. by Peter Sis. New York: Dial Books for Young Readers, 1987. 48 p.
Jed's Junior Space patrol helps Molly, a girl who can turn invisibile, to rescue her parents from bandits.

PARKER, STEVE
What if . . . Space. Copper Beach, 1995.
Questions what would things be like "if . . . "

ROOP, PETER
Space out!: jokes about outer space; ill. by Joan Hanson. Minneapolis, MN: Lerner, 1984. 32 p.

SIRACUSA, CATHERINE
The Banana Split from Outer Space. Hyperion, 1995.
Zelmo's space ship crashes into Stanley, the pig's new sign.

STANDIFORD, NATALIE
Space Dog and Roy; ill. by Kelly Oechsli. New York: Avon books, 1990. 74 p.
Roy names the alien he finds in his backyard "Space Dog" because his parents assume he is a normal mutt.

THOMAS, JIM,
Star Wars: Luke's Fate. adapted by Jim Thomas. New York, Random House, 1996.
Luke Skywalker's adventures.

BIBLIOGRAPHY

Non Fiction

Asimov, Isaac. (Isaac Asimov's New Library of the Universe) Milwaukee: Gareth Stevens. Individual titles:
____. *Astronomy in Ancient Times.* 1995. 0-8368-1191-7
____. *The Birth of Our Universe.* 1995. 0-8368-1192-5
____. *Exploring Outer Space: Rockets, Probes, and Satellites. 1995* 0-8368-1193-3
____. *Pollution in Space.* 1995. 0-8368-1196-8
____. *What is a Shooting Star?* Milwaukee: Gareth Stevens, Inc., 1991. 0-8368-0436-8
____. *What is an Eclipse?* Milwaukee: Gareth Stevens, Inc., 1991. 0-8368-0440-6
____. *Why do Stars Twinkle?* Milwaukee: Gareth Stevens, Inc., 1991. 0-8368-0437-6
Ask About the Earth and Sky. Milwaukee: Raintree Pub., 1987. 0-8172-2876-4
Butterfield, Moira. *Space.* (Look inside cross-sections) New York: Dorling Kindersley, 1994. 1-56458-682-0
Cole, Joanna. *The Magic School Bus.* New York: Bradbury Press 0-590-41429-1
Dubowski, Cathy E. *Disney's Goofy Visits Pluto: a book about the planets.* New York: Disney Press, 1995. 0-7868-3024-7
Goble, Paul. *StarBoy.* New York: Bradbury Press, 1983. 0-02-722660-3
Goodrnan, Michael E. *Astronauts.* (At Risk) New York: Crestwood House, 1989. 0-89686-430-8
Lasky, Kathryn. *The Librarian who measured the Earth.* Boston: Little, Brown & Co. 1994 0-316-51526-4
Mason, John. *Space Travel.* (Moving Around the World) Independence, OH: Schoolhouse Press, 1986. Pbk. 0-8086-1029-5
Questions Kids Ask: about Earth and Sky. Danbury, CITE: Grolier Educational Corp., 1989.
Ride, Sally, and Tarn O'Shaughnessy. *The Third Planet: Exploring the Earth from Space.* New York: Crown Pub., 1994. 0-517-59361-0
Scott, Elaine. *Adventure in Space: The flight to fix the Hubble.* New York: Hyperion Books, 1995. 0-7868-0038-0
Steele, Philip. (Pocket Facts) New York: Crestwood House, 1991. Individual titles:
____. *Astronomy.* 0-89686-586-X
____. *Space Travel.* 0-89686-585-1
Trapani, Iza. *Twinkle, twinkle, little star.* Milwaukee, WI: Gareth Stevens, 1994. 0-8368-1552-1 (lib. bdg.)
(The Universe Series) Lexington, MA: Schoolhouse Press, 1988. Individual books:
    Ardley, Neil. *Exploring the Universe.* 0-8086-1133-X Pbk.
    ____. *The Inner Planets.* 0-8086-1134-8 Pbk.
    ____. *The Outer Planets.* 0-8086-1135-6 Pbk.
    Ridpath, Ian. *Outer Space.* 0-8086-1138-0 Pbk.
    ____. *The Stars.* 0-8086-1137-2
    ____. *The Sun.* 0-8086-11364 Pbk.

FICTION

Appleton II, Victor. *Tom Swift Jr. Adventure series in Science and Space.*
Barnes, Joyce Annette. *The Baby Grand, The Moon in July, & Me.* New York: Dial Books, 1994. 0-8037-1600-1
Blashfield, Jean and Beverly Charette. *Star Rangers and the Spy.* Lake, Geneva, WI: TSR, Inc., 1984. 0-88038-080-2 Pbk.

Cameron, Eleanor. *The Wonderful Flight to the Mushroom Planet.* Boston: Little, Brown and Co., 1954. 0-316-12540 7 Pbk

Higgs, Mike. *Moonbird.* Windermere, FL: Rourke Ent. Inc., 1981. 0-86592-511-9

____. *Moonbird & the Unicorn.* Windermere, FL: Rourke Ent. Inc., 1981. 0-86592-514-3

____. *The Space Pirates' Treasure.* Windermere, FL: Rourke Ent. Inc., 1981. 0-86592-658-1

Montgomery, R. A. *Space and Beyond.* (Choose Your Own Adventure) New York: Bantam 1979. 0-553-14000-0 Pbk

Yolen, Jane. *The Moon Ribbon and Other Tales.* New York: Crowell, 1976. 0-690-01044-3

MISC. FOR CRAFTS, GAMES & HANDOUTS

Black, Sonia, and Devra Newberger. 101 *Outer Space Jokes.* New York: Scholastic, 1989. 0-590-42972-8 Pbk

A Child's Treasury of Poems. New York: Dial Books, 1986. 0-8037-0330-9 (p.126-7 Wynken, Blynken & Nod; p.140 The Star)

Fiarotta, Phyllis. *Sticks & Stones & Ice Cream Cones: the craft book for children.* New York: Workman Pub., 1973. 0-911104-30-5 Pbk

From Sea to Shining Sea. New York: Scholastic, 1993. 0-590-42868-3

Gerberg, Mort. *Why Did Halley's Comet Cross the Universe? and other spaced-out riddles, jokes and knock-knocks.* New York: Scholastic, 1985. 0-590-33418-2

Glover, David. *Universe.* New York: Thomas Learning, 1995. Provided by World Book. 1-56847-348-6 (Planetarium project)

Jobb, Jamie. *The Night Sky Book.* Boston: Little, Brown & Co., 1977. 0-316-46552-6 Pbk

Night of the Whippoorwill. New York: Philomel Books, 1992. 0-399-21874-2 (p. 29 The Dome of Night)

Rosenbloom, Joseph. *696 Silly School Riddles & Jokes.* New York: Sterling Pub., 1986. LC 85-27855 Also the Astronaut quiz, p.119-120

____. *Daffy Definitions.* New York: Wings Books, 1983. 0-517-07776-0

Sanchez, Isidro. *Monsters and Extraterrestrial* (Draw, model, & paint series) Milwaukee: Gareth Stevens, 1996. 0-8368-520-3

Silly Riddle Book. New York: Marigold Press, 1981. 0-307-03922-6

Silverstein, Shel. *A Light in the Attic.* New York: Harper & Row, 1981. 0-06-025673-7

Stott, Carole. *Night Sky: An Interactive Journey Through the Night Sky.* New York: Dorling Kindersly, 1994. 1-56458-685-5 (Constellation identification game)

____, and Clint Twist. *Space Facts.* New York: Dorling Kindersley, 1995. 1-56458-892-0

INTERNET WEB SITES

1) Astronomy and Space on the INTERNET
Perhaps the most extensive Web list of celestial points of interest.
http://fly.hiwaay.net/~cwbol/astro.html

2) Astronomy Cafe
Includes Dr. Odenwald's Ask the Astronomer.
http://www2.ari.net/home/odenwald/cafe.html

3) Earth Viewer
A real-time globe watcher. This site lets you see the progress of day and night across the planet at any given moment, or lets you view Earth from the sun or moon.
http://www.fourmilab.ch/earthview/details.html

4) NASA Homepage
There are few sites on the Web with more data than this one. Get the latest NASA news, hotlink to its majors centers. Peruse its picture and movie gallery, check out shuttle schedules. and explore its educational exhibits.
http: //www.nasa.gov/index.html

5) NASA Shuttle Web The next best thing to being onboard. You can follow shuttle missions as they happen, or review recent missions. More than pretty pictures, with lots of tantalizing detail about experiments and other shipboard projects.
http://shuttle.nasa.gov/

6) The Nine Planets
A multimedia tour of the solar system and its many moons.
http://seds.lpl.arizona.edu/nineplanets/nineplanets/

7) Project Galileo: Bringing Jupiter to Earth
News, facts, stats, and images of the Galileo space probe.
http://www.jpl.nasa.gov/galileo/

8) The Robotics Institute
You can control Xavier, the robot, remotely.
http: //www.ri.cmu.edu/re-home/robots.html

9) Space News
For those whose interests lean toward the heavens.
http: //www. spacenews.com

10) Star Students
Yikes! The Hubble telescope has fallen into the hands of ... kids! Last spring, students from all over the U.S. got to tell the telescope where to look. (They chose Neptune and Pluto.) The space gazers followed the Hubble's progress via the INTERNET. You can, too, at:
http: //quest. arc. nasa. gov/livefrom/hst.html

Summer Reading for Young Adults

Young adults, ages 12-18, or in grades 7-12, are generally not included in youth summer reading programs unless they participate with the younger age group. Adolescents often lose interest in reading and library use if they are not encouraged as they move away from the Children's Room. They need a special reading program specifically geared toward teen interests that will promote reading and get them to use the library on their own. Many libraries have had successful programs for this age group judging by positive feedback from Arizona libraries that have done programs and by articles appearing in professional literature. (See bibliography for a selected list.)

I. General Goals and Objectives

A. To promote reading and library use among teens by
   1. offering incentives.
   2. providing programs for fun and information.
   3. creating booklists and bibliographies of interest.

B. To increase young adult participation in the library by:
   1. offering volunteer opportunities to work in the library.
   2. asking teens to help in the planning and production of programs and activities for their peers.

II Establishing a Young Adult Programs

A. Establish a Theme
   1. Must be appropriate to the age group. Talk to teens themselves and be conscious of current trends in selecting a theme. Read current teen magazines to gather ideas.
   2. It is preferable to coordinate the teen theme with the juvenile theme, if possible.

B. Design a Program
   1. Devise a procedure and rules to log reading by:
      a. Pages read
      b. Minutes read
      c. Book reviews (entered onto computer or kept in file for peer reader advisory).
      d. Other; use your imagination!

   2. Decide upon appropriate incentives for teens.
      a. Fast food coupons.
      b. Theme park passes.
      c. Record, video, bookstore gift certificates.
      d. Shopping mall gift certificates.
      e. Bowling, batting, video arcade, skating passes.
      f. Clothing and jewelry.
      g. Hair care salons.
      h. Books and posters.

   3. Decide how purchased or donated incentives will be given out:
      a. Upon registering.
      b. As they turn in reading logs.
      c. Weekly drawings.
      d. Grand prize drawing.

    e. Some/all of the above.

  4. Activities:
    a. Must be appropriate to the age level.
    b. Possible choices:
      - Baby-sitting workshop
      - College Financial Aid
      - SAT Preparatory Workshop
      - Sexuality information for parents and teens
      - Junior High preparation/introduction
      - Science fiction/fantasy illustration
      - Role playing games or events: medieval crafts, costumes, swordplay
      - Contests/puzzles that tie into theme.
      - Cartooning
      - T-shirt design
      - Art shows
      - Career exploration
      - Creative writing
      - Grooming and fashion
      - Calligraphy
      - Sign language
      - Talent shows
      - Baseball card collecting

III **Budget**

A. Locate Sponsors to help with funding:
  1. Friends of the Library
  2. Corporations and community businesses
  3. Grants
  4. Library budget
  5. Combination of above

B. Minimize Expenditures
  1. Incentives
    a. Ask businesses to sponsor the program by giving coupons, gift certificates, or merchandise.
      a1. Local businesses are usually more responsive than large national chains.
      a2. Start early - sometimes it takes a few months to get a response.
      a3. Donations should be acknowledged in publicity wherever possible.
      a4. Consider sending a token of the program with your thank-you. (Mesa Public Library sent a decal saying "We Support Reading at Mesa Public Library.")
    b. If library policy permits, you can also purchase incentives.

  2. Printing
    a. Check with printers or newspapers willing to print for little or no fee.

  3. Staff
    a. Hire temporary staff if funds are available.
    b. Use teen volunteers to administer program.

IV. **Publicity**

A. The program must be promoted primarily to teens. Some suggestions:
  1. Booktalks in middle, junior, and senior high schools.
  2. Newspaper, radio, and television announcements. Contact school newspapers in early spring. Call favorite teen radio stations.
  3. Cable television bulletin boards.

4. Community bulletin boards.
5. PA announcements in schools.
6. Displays, posters, and flyers in the school libraries.
7. Inserts in community mailings.

B. The program must also be promoted to parents.

Young Adult Science Fiction Festival

Mix and match any of these programs for your own festival -- or use as separate programs throughout the summer:

1. Science Fiction Art Contest
2. Author Visit
3. Film(s) Showing
4. Costume Contest
5. Schedule, Refreshments and Decorations

Art Contest and Show

Summary: Give artistic teens a chance to express their creativity with a science fiction art contest. Tailor it to your own library, but don't forget the prizes!

1. **Rules**. Publish the rules with the entry forms (sample included below). Sample rules:
   —artwork must be original
   —any media
   —must be related to science fiction in some way
   —up to _entries may be submitted per person
   —entries must be received by____________
   —include age of participants, or age categories, if desired

2. **Judging**. Locate judges and determine judging criteria. Judges could be art teachers, local artists, art critics, gallery owners or any person in your community who has an interest in the subject.
   Decide on the criteria judges will use to evaluate the artwork. Possible areas are: originality, composition and technique. Judges can assign a point value to each area and total the points to determine winners.
   Set a date and time when winners will be announced.

3. **Prizes**. Ideas could include: gift certificates to bookstores or art supply stores, special t-shirts, trophies, movie passes, or other items donated by or purchased at local merchants. Prize ribbons add a nice touch to the displayed artwork.

4. **Displaying the entries**. Decide how long the artwork will be displayed and the location. If the art contest is to be part of the science fiction festival, arrange to have the judging done prior to the festival so that ribbons can be placed on the winning entries.
   Arrange security precautions if deemed necessary. Notify artists where and when their items can be picked up after the contest.

Sci - Fi Art Contest Registration Form

Name ______________________________ Age ____________________

Address ____

Phone ____________________ Artwork Title __________________________

Description ____

Author Visit

Summary: Having an author visit the library is always exciting, but a sci - fi author is sure to draw lots of teens. A list of authors popular with young adults follows.

Note: If the author visit is to be a part of a science fiction festival, set a date with the author first, then schedule the other events around the author's visit.

Finding an Author. Listed below are several ways to contact authors and inquire about a visit to your library. When inquiring about the visit, be sure to get information on fees, travel arrangements, hotel accommodations, and expenses. Ask what you will be expected to do (make reservations, take author out for meals, etc.) and pay for. Follow up any phone calls with a letter detailing all plans and fees.

1. Contact local bookstores (especially those that cater to science fiction). Often an author has scheduled a book - signing tour, and another stop may work into that schedule. The bookstore can tell you how to contact the person making the arrangements for the author.
2. Contact the author's publisher. Call or write asking for information on specific authors' visits to your area.
3. Contact the author directly and ask. Some authors prefer to set up their own schedules.

Two books that may help:

ABCs of an Author/Illustrator Visit by Sharron L. McElmeel (Linworth, 1994)

How to Capture Live Authors and Bring Them to Your Schools by David Melton (Landmark, 1986)

These sources offer hints on author etiquette, hospitality concerns and other advice on making the visit enjoyable for everyone.

Some popular science fiction authors and where to contact them are listed below. The publishers addresses are included.

Roger McBride Allen
Publisher: TOR Books

Kevin Anderson
Publisher: TOR Books

Greg Bear
Home: 506 Lakeview Road, Alderwood Manor, WA 98037
Publisher: TOR Books

Jeffrey Carver
Home/Office: 10 Hancock Place, No. 3; Cambridge, MA 02139
Publisher: TOR Books

Allen Dean Foster
Home/Office: Thranx, Inc., 4001 Pleasant Valley Drive, Prescott, AZ 86301
Publisher: TOR Books (and others)

Charles Sheffield
Publisher: Baen Books

William Sleator
Home: 77 Worcester Street, Boston, MA 02118
Publisher: Dutton Children's Books

David Weber
Publisher: Baen Books

Timothy Zahn
Publisher: Bantam Books

Publishers

Baen Books
5020 Henry Hudson Parkway E.
Bronx, NY 10471
800 - 223 - 2348

Bantam Books
1540 Broadway
New York, NY 10036
800 - 223 - 6834

Dutton Children's Books
375 Hudson Street
New York, NY 10014 - 3657
212 - 366 - 2000

Pocket Books
1230 Avenue of the Americas
New York, NY 10020
800 - 223 - 2348

TOR Books
175 Fifth Avenue
New York, NY 10010
212 - 388 - 0100
800 - 221 - 7945

Star Trek books are published by Pocket Books. Star Wars books are mostly published by Bantam. Both have a variety of authors.

Sci - Fi Film Showings

Summary: Nothing beats a cool science fiction movie on a hot summer's day. This could be a weekly program, part of the sci - fi festival, or an all - day event all by itself. Refreshments are a must for this program!

A 16 mm projector is required for this program.

1. Contact Swank Motion Pictures, Inc. (800 - 876 - 5577) to obtain a catalog of available films. The account executive for Arizona is Tim Heiges. They will also send an information packet and directions for ordering.

2. Films range in price. Use the following list as an approximate guide to titles and prices. Ask your teens for their choices before ordering. In addition, a variety of classic SF films are available. (Remember that titles and prices may change by the time you order.)

Apollo 13 (PG)	$250.00
Back to the Future (PG)	95.00
Bill and Ted's Excellent Adventure (PG)	125.00
Stargate (PG - 13)	150.00
Tron (PG)	95.00
2001: A Space Odyssey (PG)	125.00

(Remember: this is a partial list. Check the catalog for more choices.) If ratings are a consideration, be sure to limit the ages allowed to attend.

Costume Contest

Summary: This is a good opportunity for sci - fi fans to get creative and display their favorite science fiction characters. This program works best in conjunction with one or more of the other festival events.

1. Rules. Sample rules could be:
   —no rented costumes
   —all costumes must be original and homemade
   —entries must be received by ________________
   —age of participants, or age categories, if desired

2. Judging. Locate judges and determine judging criteria. Judges could be teachers, library directors, young adult council members, library staff members, or other community leaders. Decide on the criteria to be used by the judges to determine the winners. Possible categories are: originality, craftsmanship, presentation and effectiveness. Judges can assign a point value to each category and total the points to determine the winners. Decide a time the winners will be announced.

3. Prizes. Ideas could include: movie passes, trophies, special t-shirts, gift certificates, or other "in demand" items in your community.

4. Presentation. Have all contestants line up randomly, or draw numbers, if desired. Announce each "character" and let them stand in front of the judges for a few minutes. The whole presentation should take 10 - 15 minutes, depending on the number of contestants.

- -

Sample Sci - fi Costume Contest Registration Form

Name________________________________ Age________________

Address____

Phone____________________ Costume character's name________________

247

Science Fiction Festival

1. To plan an all - day event, decide which of the above programs to offer and when. (A sample schedule follows.)
2. Name the festival. Ask interested teens for ideas. Also ask them to help plan and prepare for the festival. Their input will increase the chances your festival will be successful.
3. Decorations and refreshments are a necessity! Some ideas are included below.
4. Many local organizations and associations offer free speakers, or at least have members who might be interested in staffing information tables about their groups. Fan clubs, amateur astronomy groups, UFO awareness groups, etc., could add another level of interest to your festival.

Sample Schedule

10:00	Festival starts. Open with welcome and introductions
10:15	Author's presentation
11:00	Costume contest
11:30	Refreshment break
12 noon	Movie
2:00	Art Contest Awards
2:30	Refreshment break
3:00	Movie
5:00	Finish with thanks and acknowledgments

Decorations

—White twinkling lights can be taped to ceiling to form constellations, or arranged randomly around to simulate stars

—Hang paper stars and moons

—Play *Star Trek, Star Wars*, or *2001* music

—Colored Christmas lights can be arranged like the interior of spaceships

—Use glow - in - the - dark stick - on constellations

—Hang round "portholes" on walls with moon or space landscape inside

Refreshments

Freeze dried space food (found at camping supply stores)
Tang
Star and moon shaped cookies
Chocolate stars
Pop rocks (and other "out of this world" candy)
Finger jello (cut into star shapes if desired)
Decorated cake (many party books give directions for rocket ships, planets, or other space-related theme cakes)

M	A	K	D	E	C	F	F	M	A	I	U	R	O	C	K	E	T
A	P	O	C	B	R	I	O	S	S	T	O	N	A	M	R	I	P
R	E	A	Y	S	N	O	V	A	T	H	A	V	R	I	B	L	O
S	P	G	W	D	N	E	T	T	E	M	B	I	E	Z	A	E	K
S	A	N	A	E	J	R	D	E	R	I	R	G	C	N	E	A	I
C	L	B	N	L	S	T	A	L	O	L	S	W	E	B	U	J	M
W	S	L	X	Y	A	F	N	L	I	K	Q	T	T	O	X	S	Z
U	O	A	R	K	N	X	M	I	D	Y	O	D	B	A	Y	K	L
I	L	C	G	I	H	T	Y	T	K	W	M	E	P	U	S	R	I
N	A	K	U	V	T	P	I	E	W	A	Y	R	U	C	R	E	M
X	R	H	O	N	H	I	E	B	P	Y	G	I	W	D	Z	A	B
A	S	O	Y	B	R	S	T	A	R	L	A	V	K	N	L	R	O
L	Y	L	A	W	E	S	R	A	H	O	U	G	I	O	E	T	D
Y	S	E	G	A	T	M	O	N	N	K	I	T	Y	R	O	H	B
L	T	Q	N	E	I	L	A	R	M	S	T	R	O	N	G	I	E
L	E	U	E	I	P	T	M	S	E	P	C	E	U	N	A	V	S
I	M	A	P	E	U	R	N	S	T	A	E	S	O	L	P	A	R
P	C	X	T	S	J	Y	E	L	E	R	S	A	R	M	O	S	E
T	O	Y	U	A	P	S	I	G	O	N	O	A	O	R	L	T	V
E	M	S	N	E	S	U	N	A	R	U	B	N	T	B	L	A	I
M	E	T	E	C	K	E	A	R	B	V	T	H	A	U	O	M	N
O	D	A	N	S	A	L	L	Y	R	I	D	E	N	U	R	O	U
C	D	P	O	J	U	P	U	N	E	S	A	T	E	M	T	N	O

Find the following words in the puzzle above. The words can be hidden vertically, horizontally, diagonally, forwards and backwards.

Apollo
Black Hole
Galaxy
Mercury
Moon
Nova
Pluto
Satellite
Space
Universe

Asteroid
Comet
Jupiter
Meteor
Neil Armstrong
Orbit
Rocket
Saturn
Star
Uranus

Astronaut
Earth
Mars
Milky Way
Neptune
Planet
Sally Ride
Solar System
Titan
Venus

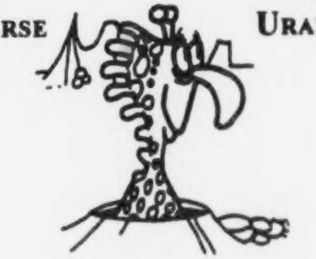
M	A	K	D	E	C	F	F	M	A	I	U	R	O	C	K	E	T
A	P	O	C	B	R	I	O	S	S	T	O	N	A	M	R	I	P
R	E	A	Y	S	N	O	V	A	T	H	A	V	R	I	B	L	O
S	P	G	W	D	N	E	T	T	E	M	B	I	E	Z	A	E	K
S	A	N	A	E	J	R	D	E	R	I	R	G	C	N	E	A	I
C	L	B	N	L	S	T	A	L	O	L	S	W	E	B	U	J	M
W	S	L	X	Y	A	F	N	L	I	K	Q	T	T	O	X	S	Z
U	O	A	R	K	N	X	M	I	D	Y	O	D	B	A	Y	K	L
I	L	C	G	I	H	T	Y	T	K	W	M	E	P	U	S	R	I
N	A	K	U	V	T	P	I	E	W	A	Y	R	U	C	R	E	M
X	R	H	O	N	H	I	E	B	P	Y	G	I	W	D	Z	A	B
A	S	O	Y	B	R	S	T	A	R	L	A	V	K	N	L	R	O
L	Y	L	A	W	E	S	R	A	H	O	U	G	I	O	E	T	D
Y	S	E	G	A	T	M	O	N	N	K	I	T	Y	R	O	H	B
L	T	Q	N	E	I	L	A	R	M	S	T	R	O	N	G	I	E
L	E	U	E	I	P	T	M	S	E	P	C	E	U	N	A	V	S
I	M	A	P	E	U	R	N	S	T	A	E	S	O	L	P	A	R
P	C	X	T	S	J	Y	E	L	E	R	S	A	R	M	O	S	E
T	O	Y	U	A	P	S	I	G	O	N	O	A	O	R	L	T	V
E	M	S	N	E	S	U	N	A	R	U	B	N	T	B	L	A	I
M	E	T	E	C	K	E	A	R	B	V	T	H	A	U	O	M	N
O	D	A	N	S	A	L	L	Y	R	I	D	E	N	U	R	O	U
C	D	P	O	J	U	P	U	N	E	S	A	T	E	M	T	N	O

Find the following words in the puzzle above. The words can be hidden vertically, horizontally, diagonally, forwards and backwards.

Apollo
Black Hole
Galaxy
Mercury
Moon
Nova
Pluto
Satellite
Space
Universe

Asteroid
Comet
Jupiter
Meteor
Neil Armstrong
Orbit
Rocket
Saturn
Star
Uranus

Astronaut
Earth
Mars
Milky Way
Neptune
Planet
Sally Ride
Solar System
Titan
Venus



WORD SCRAMBLE

UNSCRAMBLE EACH WORD BELOW. USE THE CIRCLED LETTERS TO FIND THE ANSWER AT THE BOTTOM OF THE PAGE.

UTMOSONCA _ _ _ _ _ _ _ _ (_)
LSATCNOELOSNTI _ _ _ _ (_) _ _ _ _ _ _ _ _ _
MHPICS _ _ _ (_) _ _
MECOTS _ _ _ (_) _ _
ESILCELAT _ (_) _ _ _ _ _ _ _
SPUCELA _ _ _ (_) _ _ _
MCSIOC _ _ _ _ (_) _
HLAGCNLERE _ _ _ _ _ _ _ _ _ (_)
UDCOL _ _ (_) _ _
TRSRCAE _ _ _ _ (_) _ _

WATCH OUT FOR THESE! THEY CAN PLUNGE THROUGH THE EARTH'S ATMOSPHERE AND STRIKE UNSUSPECTING EARTHLINGS!

_ _ _ _ _ _ _ _ _

WORD SCRAMBLE

UNSCRAMBLE EACH WORD BELOW. USE THE CIRCLED LETTERS TO FIND THE ANSWER AT THE BOTTOM OF THE PAGE.

UTMOSONCA	COSMONAUⓉ
LSATCNOELOSNTI	CONSⓉELLATIONS
MHPICS	CHIⓂPS
MECOTS	COMⒺTS
ESILCELAT	CⒺLESTIAL
SPUCELA	CAPⓈULE
MCSIOC	COSMⒾC
HLAGCNLERE	CHALLENGEⓇ
UDCOL	CLⓄUD
TRSRCAE	CRATⒺRS

WATCH OUT FOR THESE! THEY CAN PLUNGE THROUGH THE EARTH'S ATMOSPHERE AND STRIKE UNSUSPECTING EARTHLINGS!

METEORITE

MATCH THE CHARACTER LISTED ON THE LEFT WITH THE BOOK TITLE LISTED ON THE RIGHT

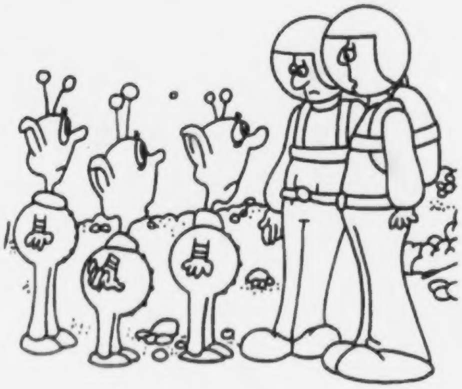
Paul Atreides
Captain John Black
Dax
Arthur Dent
Ewoks
Hal
Dr. Cole Hendron
Katherine Janeway
Uncle Martin
Meg Murray
Roy Neary
Nova
Ogilvy
Jean Luc Picard
Douglas Quaid
Ripley
Will Robinson
Alex Rogan
Hari Seldon
Hans Solo
Spock
Emil Vorgens
Weena
Andrew Wiggin
Yoda

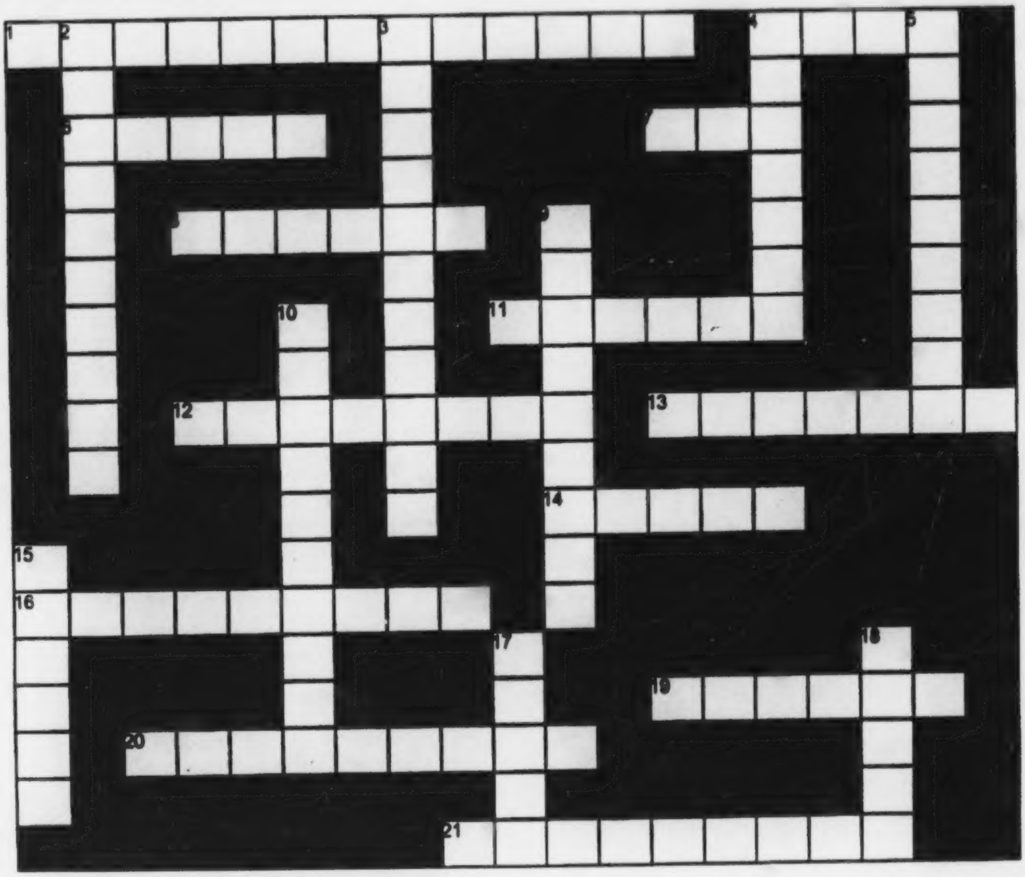
2001: A Space Odyssey
A Wrinkle in Time
Aliens
Close Encounters of the Third Kind
Dune
Empire Strikes Back
Ender's Game
Foundation
Hitchhiker's Guide to the Galaxy
Last Starfighter
Lost in Space
Martian Chronicles
My Favorite Martian
Planet of the Apes
Return of the Jedi
Star Watchman
Star Trek-Deep Space Nine
Star Trek-The Next Generation
Star Trek-Voyager
Star Trek
Star Wars
Time Machine
Total Recall
War of the Worlds
When Worlds Collide

MATCH THE CHARACTER LISTED ON THE LEFT WITH THE BOOK TITLE LISTED ON THE RIGHT

PAUL ATREIDES
CAPTAIN JOHN BLACK
DAX
ARTHUR DENT
EWOKS
HAL
DR. COLE HENDRON
KATHERINE JANEWAY
UNCLE MARTIN
MEG MURRAY
ROY NEARY
NOVA
OGILVY
JEAN LUC PICARD
DOUGLAS QUAID
RIPLEY
WILL ROBINSON
ALEX ROGAN
HARI SELDON
HANS SOLO
SPOCK
EMIL VORGENS
WEENA
ANDREW WIGGIN
YODA

2001: A SPACE ODYSSEY
A WRINKLE IN TIME
ALIENS
CLOSE ENCOUNTERS OF THE THIRD KIND
DUNE
EMPIRE STRIKES BACK
ENDER'S GAME
FOUNDATION
HITCHHIKER'S GUIDE TO THE GALAXY
LAST STARFIGHTER
LOST IN SPACE
MARTIAN CHRONICLES
MY FAVORITE MARTIAN
PLANET OF THE APES
RETURN OF THE JEDI
STAR WATCHMAN
STAR TREK-DEEP SPACE NINE
STAR TREK-THE NEXT GENERATION
STAR TREK-VOYAGER
STAR TREK
STAR WARS
TIME MACHINE
TOTAL RECALL
WAR OF THE WORLDS
WHEN WORLDS COLLIDE



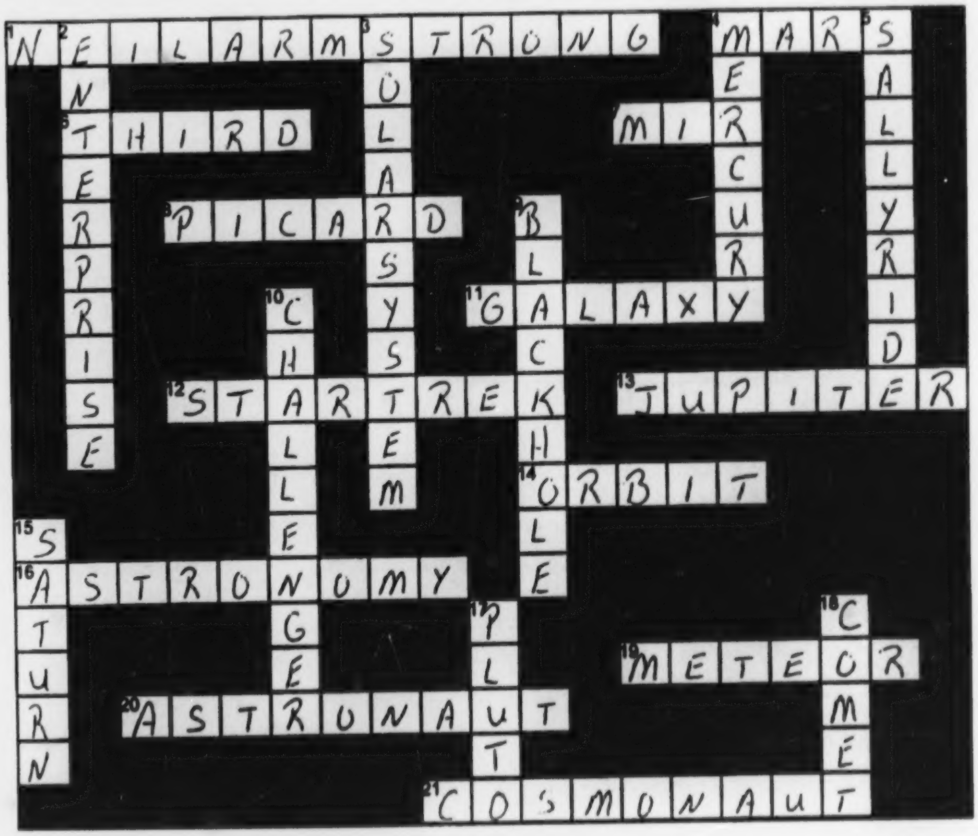


Across

1. First Man to walk on the moon
4. The "red" planet
6. Earth is the ____________planet from the sun
7. Russian space station
8. Captain of the Enterprise D
11. The Milky Way is our ________________
12. Original series about the Starship Enterprise
13. The largest planet
14. Path of a planet as it revolves around the sun
16. The study of planets and space
19. A piece of asteroid that breaks loose and falls to earth
20. Person who pilots or travels in a spacecraft
21. A Russian astronaut

Down

2. Name of the Starship on Star Trek
3. The sun plus the nine planets and all moons is called our ________________
4. Planet closest to the sun
5. First American female astronaut
9. A small celestial body believed to be a collapsed star
10. Name of the space shuttle that exploded shortly after take off
15. This planet is sixth from the sun and known for its rings
17. The planet farthest from the sun
18. Halley's ________________


1 NEIL ARMSTRONG
2 ENTERPRISE
3 SOLARSYSTEM
4 MARS
4 MERCURY
5 SALLYRIDE
6 THIRD
7 MIR
8 PICARD
9 BLACKHOLE
10 CHALLENGER
11 GALAXY
12 STARTREK
13 JUPITER
14 ORBIT
15 SATURN
16 ASTRONOMY
17 PLUTO
18 COMET
19 METEOR
20 ASTRONAUT
21 COSMONAUT

Across

1. First Man to walk on the moon
4. The "red" planet
6. Earth is the ____________ planet from the sun
7. Russian space station
8. Captain of the Enterprise D
11. The Milky Way is our ________________
12. Original series about the Starship Enterprise
13. The largest planet
14. Path of a planet as it revolves around the sun
16. The study of planets and space
19. A piece of asteroid that breaks loose and falls to earth
20. Person who pilots or travels in a spacecraft
21. A Russian astronaut

Down

2. Name of the Starship on Star Trek
3. The sun plus the nine planets and all moons is called our ________________
4. Planet closest to the sun
5. First American female astronaut
9. A small celestial body believed to be a collapsed star
10. Name of the space shuttle that exploded shortly after take off
15. This planet is sixth from the sun and known for its rings
17. The planet farthest from the sun
18. Halley's ____________________

SF Classics

Match the SF authors and their series

_______1. Dragonlance
_______2. Shannara
_______3. Robot
_______4. Earthsea
_______5. Song of the Lioness
_______6. Caspak the Lost Continent
_______7. Lord of the Rings
_______8. Doctor Who
_______9. Hitchhiker's Trilogy
_______10. Magic of Xanth
_______11. Dragonriders of Pern
_______12. Mage Storm

A. Piers Anthony
B. Douglas Adams
C. Ursula LeGuin
D. Anne McCaffrey
E. Margaret Weiss
F. Isaac Asimov
G. Mercedes Lackey
H. Tamora Pierce
I. J.R.R. Tolkien
J. Edgar Rice Burroughs
K. Kerry Brooks
L. Terrance Dicks

Unscramble these Famous Science Fiction Authors

1. LNYOE NJEA ____________________
2. GEELNL DAIEMLEN ____________________
3. SISWE RARMTEGA ____________________
4. NUILEG UARSLU ____________________
5. OSKROB REYRT ____________________
6. MSDAA CINK ____________________
7. HAYNONT ESPIR ____________________
8. CFERACFYM NAEN ____________________
9. SIVAOM ACIAS ____________________
10. NILEENIH BOTRRE ____________________

SF Classics Answers

Match the SF authors and their series

E	1. Dragonlance	A. Piers Anthony
K	2. Shannara	B. Douglas Adams
F	3. Robot	C. Ursula LeGuin
C	4. Earthsea	D. Anne McCaffrey
H	5. Song of the Lioness	E. Margaret Weiss
J	6. Caspak the Lost Continent	F. Isaac Asimov
I	7. Lord of the Rings	G. Mercedes Lackey
L	8. Doctor Who	H. Tamora Pierce
B	9. Hitchhiker's Trilogy	I. J.R.R. Tolkien
A	10. Magic of Xanth	J. Edgar Rice Burroughs
D	11. Dragonriders of Pern	K. Kerry Brooks
G	12. Mage Storm	L. Terrance Dicks

Unscramble these Famous Science Fiction Authors

1. LNYOE NJEA	JANE YOLEN
2. GEELNL DAIEMLEN	MADELINE L'ENGLE
3. SISWE RARMTEGA	MARGARET WEISS
4. NUILEG UARSLU	URSULA LEGUIN
5. OSKROB REYRT	TERRY BROOKS
6. MSDAA CINK	NICKADAMS
7. HAYNONT ESPIR	PIERS ANTHONY
8. CFERACFYM NAEN	ANNE MCCAFFREY
9. SIVAOM ACIAS	ISAAC ASIMOV
10. NILEENIH BOTRRE	ROBERT HEINLEIN

Captain Match - Up

The following are the titles of Science Fiction series (TV, motion picture, book). Name the space ship/station and the captain/commander of each.

1. Star Trek ____________ ____________
2. Star Trek: The Next Generation ____________ ____________
3. Star Trek: Deep Space Nine ____________ ____________
4. Star Trek: Voyager ____________ ____________
5. Babylon 5 ____________ ____________
6. Space: Above and Beyond ____________ ____________
7. Star Wars ____________ ____________

Love Match Up

Match each Science Fiction character with his romantic interest by placing the appropriate letter in the blank (characters may be from novels, TV, or motion pictures).

________ 1. John Sheridan	A. Beverly Crusher
________ 2. Chakotay	B. Deanna Troi
________ 3. Hans Solo	C. Delenn
________ 4. Odo	D. Seska
________ 5. Neelix	E. Princess Leia
________ 6. Miles O'Brien	F. Kira
________ 7. William Riker	G. Keiko
________ 8. Jean - Luc - Picard	H. Kes

Captain Match - Up Answers

The following are the titles of Science Fiction series (TV, motion picture, book). Name the space ship/station and the captain/commander of each.

1. Star Trek	James T. Kirk	Enterprise
2. Star Trek: The Next Generation	Jean-Luc Picard	Enterprise
3. Star Trek: Deep Space Nine	Benjamin Sisko	D S 9
4. Star Trek: Voyager	Kathryn Janeway	Voyager
5. Babylon 5	John Sheridan	Babylon 5
6. Space: Above and Beyond	Commodore Ross	Saratoga
7. Star Wars	Hans Solo	Millineum Falcon

Love Match Up

Match each Science Fiction character with his romantic interest by placing the appropriate letter in the blank (characters may be from novels, TV, or motion pictures).

C	1. John Sheridan	A. Beverly Crusher
D	2. Chakotay	B. Deanna Troi
E	3. Hans Solo	C. Delenn
F	4. Odo	D. Seska
H	5. Neelix	E. Princess Leia
G	6. Miles O'Brien	F. Kira
B	7. William Riker	G. Keiko
A	8. Jean - Luc - Picard	H. Kes

Star Trek Match-Up

Directions: Match each member with his/her starship/space station and write them on the spaces provided. Some names may be used more than once.

Ships/Stations

USS Enterprise		USS Enterprise-D		Deep Space Nine		USS Voyager	
______	______	______	______	______	______	______	______
______	______	______	______	______	______	______	______
______	______	______	______	______	______	______	______
______	______	______	______	______	______	______	______
______	______	______	______	______	______	______	______
______	______	______	______	______	______	______	______
______	______	______	______	______	______	______	______
______	______	______	______	______	______	______	______

Crew

Captains	Doctors	First Officers	Security	Engineers
James T. Kirk	Julian Bashir	William T. Riker	Tuvok	Miles O'Brien
Jean-Luc Picard	Doctor (no name)	Kira Nerys	Pavel Chekov	Be'lanna Torres
Benjamin Sisko	Leonard McCoy	Chakotay	Odo	Geordi Laforge
Kathryn Janeway	Beverly Crusher	Spock	Worf	Montgomery Scott
Christopher Pike				

Other Crew Members

Jadzia Dax
Data
Q
Guinan
Uhura

Quark
Hiakuru Sulu
Janice Rand
Tom Paris
Deanna Troi
Wesley Crusher

Garak
Keiko O'Brien
Morn
Neelix
Harry Kim
Ro Laren

Kes
Sesca
Reginald Barclay
Rom
Christine Chapel

Star Trek Match Up Answers:

USS Enterprise

James T. Kirk
Christopher Pike
Leonard McCoy
Spock
Pavel Chekov
Montgomery Scott
Uhura
Christine Chapel
Hiakuru Sulu
Janice Rand

USS Enterprise D

Jean-Luc Picard
William T. Riker
Beverly Crusher
Worf
Natasha Yar
Geordi Laforge
Data
Q
Guinan
Deanna Troi
Wesley Crusher
Keiko O'Brien
Miles O'Brien
Ro Laren
Reginald Barclay

DS9

Benjamin Sisko
Julian Bashir
Kira Nerys
Odo
Worf
Miles O'Brien
Jadzia Dax
Quark
Garak
Keiko O'Brien
Morn
Rom

USS Voyager

Kathryn Janeway
Doctor
Chakotay
Tuvok
Be'lanna Torres
Tom Paris
Neelix
Harry Kim
Kes
Sesca

Sci-Fi Word Scramble

M	X	E	R	N	A	R	E	T	O	K	P	C	F	R	A	B	O	B	A	F	E	T	T
A	N	O	N	E	E	L	I	X	E	T	S	O	P	M	I	N	B	A	R	I	T	U	F
Q	F	A	B	G	O	P	S	T	Q	E	P	I	C	A	R	D	O	P	S	R	C	A	T
U	O	K	A	M	U	R	A	P	D	R	B	A	S	H	I	R	E	N	F	H	O	L	E
I	N	Y	E	G	A	F	E	A	T	N	V	X	O	K	I	R	K	S	E	R	N	Q	V
S	O	D	O	W	E	P	F	S	E	M	A	P	S	Y	O	D	A	D	U	P	A	K	E
V	E	T	R	A	K	M	R	E	L	O	N	T	D	A	R	T	H	V	A	D	E	R	S
E	N	A	R	K	N	B	O	C	D	U	K	J	E	M	N	S	O	A	T	E	N	O	K
D	T	E	P	C	H	E	W	B	A	C	C	A	T	O	K	E	F	R	N	U	B	E	L
S	R	E	K	H	T	O	P	C	N	F	S	W	E	R	Q	A	P	S	O	S	E	T	I
L	E	K	R	A	P	U	S	T	F	K	D	A	X	E	N	A	B	V	E	T	O	E	N
S	P	O	C	K	A	E	T	U	F	G	M	O	H	P	K	Q	U	A	R	K	S	L	G
M	T	U	V	O	K	A	E	L	U	K	E	S	K	Y	W	A	L	K	E	R	U	P	O
P	A	G	D	T	L	U	T	A	P	K	E	N	T	E	R	P	R	I	S	E	F	A	N
A	N	P	D	A	T	A	K	M	I	L	E	S	O	B	R	I	E	N	U	X	R	E	S
D	O	K	U	Y	E	F	G	A	H	E	P	P	I	N	A	T	A	S	H	A	Y	A	R

Voyager
Enterprise
Star Wars
Dax
Dr. Bashir
Miles O'Brien
Data
Natasha Yar
Sisko
Darth Vader

Maquis
Jawa
Yoda
Spock
Chewbacca
Quark
Tuvok
Kes
Neelix
Worf

Odo
Luke Skywalker
Han Solo
Boba Fett
Klingons
Minbari
Kirk
Picard
Chakotay

Sci-Fi Word Scramble

M	X	E	R	N	A	R	E	T	O	K	P	C	F	R	A	B	O	B	A	F	E	T	T
A	N	O	N	E	E	L	I	X	E	T	S	O	P	M	I	N	B	A	R	I	T	U	F
Q	F	A	B	G	O	P	S	T	Q	E	P	I	C	A	R	D	O	P	S	R	C	A	T
U	O	K	A	M	U	R	A	P	D	R	B	A	S	H	I	R	E	N	F	H	O	L	E
I	N	Y	E	G	A	F	E	A	T	N	V	X	O	K	I	R	K	S	E	R	N	Q	V
S	O	D	O	W	E	P	F	S	E	M	A	P	S	Y	O	D	A	D	U	P	A	K	E
V	E	T	R	A	K	M	R	E	L	O	N	T	D	A	R	T	H	V	A	D	E	R	S
E	N	A	R	K	N	B	O	C	D	U	K	J	E	M	N	S	O	A	T	E	N	O	K
D	T	E	P	C	H	E	W	B	A	C	C	A	T	O	K	E	F	R	N	U	B	E	L
S	R	E	K	H	T	O	P	C	N	F	S	W	E	R	Q	A	P	S	O	S	E	T	I
L	E	K	R	A	P	U	S	T	F	K	D	A	X	E	N	A	B	V	E	T	O	E	N
S	P	O	C	K	A	E	T	U	F	G	M	O	H	P	K	Q	U	A	R	K	S	L	G
M	T	U	V	O	K	A	E	L	U	K	E	S	K	Y	W	A	L	K	E	R	U	P	O
P	A	G	D	T	L	U	T	A	P	K	E	N	T	E	R	P	R	I	S	E	F	A	N
A	N	P	D	A	T	A	K	M	I	L	E	S	O	B	R	I	E	N	U	X	R	E	S
D	O	K	U	Y	E	F	G	A	H	E	P	P	I	N	A	T	A	S	H	A	Y	A	R

Voyager
Enterprise
Star Wars
Dax
Dr. Bashir
Miles O'Brien
Data
Natasha Yar
Sisko
Darth Vader

Maquis
Jawa
Yoda
Spock
Chewbacca
Quark
Tuvok
Kes
Neelix
Worf

Odo
Luke Skywalker
Han Solo
Boba Fett
Klingons
Minbari
Kirk
Picard
Chakotay

Space from A to Z

Using the definitions below, unscramble the space alphabet.

Adorits__________ A minor planet or planatoid.

Berstoso__________ Helper rockets strapped to a main rocket engine.

Cemto __________ A clump of dirt, rock and ice which orbits around the sun.

Dikcong Prot ______________ Where spacecraft enter on a space station.

Ethar __________ The Planet on which we live.

Felu knat ____________ A storage place for liquid burned to make energy.

Girtavy ____________ A force that attracts objects to one another.

Heblub Posletece ________________ Man's greatest scientific instrument.

Ianelpretantry ________________ Between the planets.

Jetupir _________ The largest planet.

Kyneden apces nertec ____________________ NASA'S launch facility at Cape Canaveral Florida.

Luhcan dap ____________ A non-flammable platform from which space craft is sent off.

Meriteote __________ Particles of interplanetary dust.

Navo _______ An exploding star.

Otrib _______ The path travelled through space by an object.

Pental _______ A body in orbit around a star.

Quarsa ________ The most distant objects in the universe.

Retock ________ An engine propelled by the ejection of matter.

Sletatile ___________ A body in orbit around a planet.

Turasu _______ The name of a constellation meaning the "bull".

Uservine ________ All existing things.

Vusne ________ A burning desert planet hidden under clouds of sulfuric acid and carbon dioxide.

Withe frawd _____________ A faint, very dense star that has the same approximate radius as the earth.

X-yar trass ___________ A celestial object which emits radiation.

Yrui Grainag _____________ The first man in space.

Zdno Porseb _____________ Unmanned space craft launched by the USSR.

Space from A to Z Answers

Using the definitions below, unscramble the space alphabet.

Adorits	Astroid	A minor planet or planatoid.
Berstoso	Boosters	Helper rockets strapped to a main rocket engine.
Cemto	Comet	A clump of dirt, rock and ice which orbits around the sun.
Dikcong Prot	Docking Port	Where spacecraft enter on a space station.
Ethar	Earth	The Planet on which we live.
Felu knat	fuel tank	A storage place for liquid burned to make energy.
Girtavy	Gravity	A force that attracts objects to one another.
Heblub Posletece	Hubble Telescope	Man's greatest scientific instrument.
Ianelpretantry	Interplanetary	Between the planets.
Jetupir	Jupiter	The largest planet.
Kyneden apces nertec	Kennedy Space Center	NASA'S launch facility at Cape Canaveral Florida.
Luhcan dap	Launch Pad	A non-flammable platform from which space craft is sent off.
Meriteote	Meteorite	Particles of interplanetary dust.
Navo	Nova	An exploding star.
Otrib	Orbit	The path travelled through space by an object.
Pental	Planet	A body in orbit around a star.
Quarsa	Quasar	The most distant objects in the universe.
Retock	Rocket	An engine propelled by the ejection of matter.
Sletatile	Satellite	A body in orbit around a planet.
Turasu	Taurus	The name of a constellation meaning the "bull".
Uservine	Universe	All existing things.
Vusne	Venus	A burning desert planet hidden under clouds of sulfuric acid and carbon dioxide.
Withe frawd	White Dwarf	A faint, very dense star that has the same approximate radius as the earth.
X-yar trass	X-ray Stars	A celestial object which emits radiation.
Yrui Grainag	Yuri Gagarin	The first man in space.
Zdno Porseb	Zond Probes	Unmanned space craft launched by the USSR.

YOUNG ADULT "STARS" BIBLIOGRAPHY

Anderson, Poul. *The dark between the stars.* New York: Berkley Books, 1981.

Anderson, Poul. *Harvest of stars.* New York: Tom Doherty Associates, 1993.

Anderson, Poul. *The stars are also fire.* New York: TOR, 1994.

Asimov, Isaac. *The currents of space.* New York: Ballantine, 1952.

Asimov, Isaac. *Pebble in the sky.* New York: Ballantine, 1950.

Asimov, Isaac. *A stargazer's guide.* Rev. updated ed., Milwaukee: G. Stevens, 1995.

Asimov, Isaac. *The stars, like dust.* London: Grafton, 1951.

Bear, Greg. *Anvil of stars.* New York: Warner Books, 1992.

Berger, Melvin. *Star gazing, comet tracking, and sky mapping.* New York: Putnam, 1985.

Bester, Alfred. *Alfred Bester's the stars my destination.* New York: Epic Comics, 1992.

Bester, Alfred. *The stars my destination.* Boston, MA: Gregg Press, 1975.

Blish, James. *Cities in flight.* New York: Avon Books, 1970.

Bova, Ben. *Orion among the stars.* New York: TOR Books, 1995.

Bradley, Marion Zimmer. *Seven from the stars.* New York: Ace, 1962.

Brunner, John. *A maze of stars.* New York: Ballantine, 1991.

Brust, Steven. *The sun, the moon and the stars.* New York: Ace, 1987.

Carver, Jeffrey A. *Dragons in the stars.* New York: Tom Doherty Associates, 1992.

Clarke, Arthur Charles. *The city and the stars.* London: Gollancz, 1956.

Clayton, Jo. *Dancer's rise.* New York: Daw Books, 1993.

Clayton, Jo. *Diadem from the stars.* New York: Daw Books, 1977.

Daley, Brian. *The Han Solo adventures.* New York: Ballantine, 1979.

Delany, Samuel R. *Stars in my pocket like grains of sand.* Toronto; New York: Bantam Books, 1984.

Descoteaux, Gerry. *The lawnchair astronomer.* New York: Dell Pub; 1995.

Doyle, Debra. *The price of the stars.* New York: TOR, 1992.

Drake, David. *Cross the stars.* New York: Tom Doherty Associates, 1984.

Engdahl, Sylvia Louise. *Enchantress from the stars.* New York: Atheneum, 1970.

Greene, Kirby. *Brotherhood of the stars.* New York: Bantam Books, 1994.

Hamme, Van. *Thorgal, child of the stars.* Tucson, AZ: Ink Pub, 1986.

Harrison, Harry. *Homeworld.* Toronto ; New York: Bantam Books, 1986.

Harrison, Harry. *Starworld.* New York: Bantam Books, 1981.

Heinlein, Robert A. *Time for the stars.* London: Gollancz, 1956.

Hickman, Tracy. *Requiem of stars.* New York: Bantam Books, 1996.

Hogan, James P. *Inherit the stars.* New York: Ballantine, 1977.

Joseph, Joseph Maron. *Point to the stars.* Rev. 2nd ed. New York: McGraw-Hill, 1977.

Laumer, Keith. *The stars must wait.* New York: Baen Books, 1990.

McKillip, Patricia A. *The riddle-master of Hed.* New York: Atheneum, 1976.

Norton, Andre. *No night without stars.* New York: Atheneum, 1975.

Norton, Andre. *Redline the stars.* New York: Tom Doherty Associates, 1993.

Norton, Andre. *The stars are ours.* New York: Ace, 1954.

Norton, Andre. *Wheel of stars.* New York: Tom Doherty Associates, 1983.

Reed, Robert. *Beyond the veil of stars.* New York: TOR, 1994.

Robinson, Frank M. *The dark beyond the stars.* New York: Tom Doherty Associates, 1991.

Service, Pamela F. *Under alien stars.* New York: Atheneum, 1990.

Shubinski, Raymond. *Discover Arizona's night sky.* Phoenix, AZ: Arizona Highways, 1991.

Silverberg, Robert. *Next stop the stars.* London: Dobson, 1962.

Stasheff, Christopher. *A company of stars.* New York: Ballantine, 1991.

Takei, George. *To the stars.* New York: Pocket Books, 1994.

Vardeman, Robert E. *Road to the stars.* New York: Harper & Row, 1988.

Woolley, Persia. *Queen of the Summer Stars.* New York: Poseidon Press, 1990.

Zebrowski, George. *The stars will speak.* New York: Harper & Row, 1985.

SPECIAL NEEDS CHILDREN AND THE ARIZONA READING PROGRAM

Involving Visually and Physically Handicapped Children in the Arizona Reading Program

SPECIAL NEEDS INFORMATION

Visually impaired or physically handicapped children in your community may want to participate in your Summer Reading Program along with their peers. The Braille and Talking Book Library can help you include them in your program.

There are a few simple things you can do to help make visually impaired children more comfortable in your library. Identify yourself when you greet someone with a visual impairment. Let the child know what you are doing and where you are going. Ask if the child needs assistance getting around the library and let the child take your arm, which allows you to be the guide. If the child becomes loud or disruptive, do not be afraid to discipline him as you would a sighted child. Do not single the child out or allow inappropriate behavior because you feel sorry for him. Just make sure that the child knows what is acceptable and unacceptable.

With a little help, visually impaired, blind, or otherwise handicapped children can participate in much of regular library programming. For story hours, select the story carefully so that understanding of the text does not depend upon illustrations. If the child can't see gestures, or facial expressions, try to include objects and tactile experiences. In some cases, if the library has volunteer helpers for story hour, the helper can sit with the child and help with gestures, etc. Parents may also wish to participate with their child. The storyteller can use hearing, touch, tasting, smelling, imagination, and emotions to encourage the listeners' interest. Visually impaired children also enjoy films or video if the films are introduced and given explanation when needed. Many children's books are printed in larger than normal print, and children who read large print may be able to enjoy summer reading if they are directed toward these books. Discuss the child's needs with the child and the parents and do not avoid words such as see, look, and read. Encourage ALL the children in your story programs to see with their "inside eyes" or use their imagination, as you tell stories.

The Talking Book Library will provide the child and the librarian with catalogs of recorded juvenile books available through our program. There are also many books recorded locally. Many are on Arizona or Southwest subjects, and many are of juvenile or Young Adult interest. Our Reader Advisors may suggest some of these, and are available for consultation by phone.

Our newsletter will encourage our readers to participate in their local library's summer reading program by using talking and Braille books. We intend to support your efforts to include these children in your programs and are available by phone every weekday from 8 a.m. to 5 p.m. at 1-800-255-5578 or, in the Phoenix area at 255-5578.

Talking Book/Braille Service Overview

What is available?

Talking books, Braille books, and catalogs of titles; talking books are complete books recorded on cassettes or records. They are circulated throughout the state by the Arizona State Braille and Talking Book Library in cooperation with the National Library Service for the Blind and Physically Handicapped (NLS), a division of the Library of Congress.

The book collection is much like that of a public library; books are selected to appeal to a wide range of reading interests. Registered borrowers receive large print catalogs and the bimonthly *Talking Book Topics or Braille Book Review* to use in selecting books they wish to read. A separate set of catalogs list books for children.

It is necessary to use the NLS playback equipment because the books are recorded at a slower speed not generally available on commercial equipment. Record and cassette players are loaned free of charge as long as library materials are being used.

Accessories for the equipment which are available for loan include: extension levers for the cassette player; special amplifier for use with headphones for hearing impaired persons; remote control unit; and solar battery charger.

There is no charge for any of the materials. Books and equipment are mailed to the reader and back to the library postage free.

Who is eligible?

Anyone unable to read conventional print, hold a book, or turn pages due to a physical limitation is eligible. This includes blind children, children whose visual disability prevents the reading of standard print material, physically handicapped children unable to handle standard print material, and children having a reading disability resulting from an organic dysfunction of sufficient severity to prevent their reading of printed material in a normal manner.

In cases of blindness, visual disability, or physical limitations, the disability may be certified and the application signed by doctors of medicine or osteopathy, ophthalmologists, optometrists, registered nurses, therapists and the professional staff of hospitals, institutions, and public or welfare agencies, or a professional librarian. In the case of reading disability from organic dysfunction, the application must be signed by a doctor of medicine or osteopathy, who may consult with colleagues in associated disciplines (such as school psychologists or learning disability teachers).

For more information about eligibility and certification, contact the Arizona State Braille and Talking Book Library at 255-5578; outside the Phoenix area, call 1-800-255-5578.

How does the service begin:

Obtain and complete an application form; eligibility must be certified before equipment can be loaned. Return the completed application to the Library. Equipment is sent to eligible patrons, and a Readers Advisor contacts each new patron to begin service, discuss reading interests, etc.

Patrons may submit request lists; or, staff will select books for patrons in the subject areas they designate. When one book is returned to the library, another is sent. They may always increase or decrease the number of books sent, place a "hold" on service temporarily, or modify their reading interest list.

For more information, contact Linda Montgomery, Director, Library for the Blind and Physically Handicapped Division:

State of Arizona
Department of Library, Archives and Public Records
Talking Book and Braille Library
1030 North 32nd Street
Phoenix, AZ 85008
(602) 255-5578
In-State WATS: 1-800-255-5578
FAX #: (602) 255-4312

SOME ADDITIONAL IDEAS FOR INCLUDING SPECIAL NEEDS CHILDREN AND TEENS

Do not forget special needs teens when choosing teen volunteers for your programs. They may participate in book reviews, helping other special needs kids, book repair, or other activities. Discuss with the volunteer what he or she would like to do and what limitations they have. You'll find that special kids can also be special volunteers!

Very young children usually need little guidance in accepting a blind child in their circle. They quickly learn to show him a toy, for example. Older children and adults sometimes have to be encouraged to invite a blind companion to join their fun. Don't assume that a disabled child cannot possibly run around or play ball. Children in wheel chairs or with canes can participate in many games with guidance. Blind players can bat a ball from a tee, or use a beeper ball. If you don't have these mechanical devices, clapping, ringing a bell, or using your voice to direct the player can be used for ball games or relays. Batting in a kickball game is easy if the pitcher stands close in, rolls the ball carefully, and calls out when he releases the ball. The blind player can run to a voice calling him on each base, or run with a friend. Blind children can also be flexible in informal play, taking someone's arm when they are actually running. Try having blindfolded games for all players, with sound or touch as the guides. Tricycle races are fun for all, just make sure that the direction in which to go is clear, and once again have a "buddy " and or sound guides. Tug of war and rope pulls are fun for all. Playing as wheel barrows, creeping over obstacles, pushing wagons, weighted boxes, etc., and doing yoga exercises such as cat, cow, or cobra can be fun for all and give a sporty tone to your " Olympic" activities.

What kinds of other activities are good for including children who cannot see or perhaps need to increase their grip or finger strength? Tearing paper and fabrics, squeezing water or paint from sponges or syringe medicine droppers, playing with play dough and bread dough, playing with manipulative toys, using paper hole punch, using glue sticks, tracing around cookie cutter shapes or frosting cookies, water painting with large brushes, are a few ideas. Blind children also enjoy large wooden or rubber puzzles and sand table activities. Simple cooking activities using garlic press, potato masher, stirring, sifting, etc. are easy for all young children to learn, so don't exclude your visually impaired or blind child. They may need extra assistance but be sure to consult with the parents of the child so that you don't give too much help when it is not needed.

To add awareness to your non-handicapped children, you may want to invite a person who has a guide or service dog as a companion to visit and explain its training and work. These dogs may help their owners who cannot hear or have mobility problems.

PARENT GUIDES

Some parent guides your patrons might find useful to follow.

Guide To Toys For Children Who Are Blind Or Visually Impaired, jointly produced at no cost by the American Foundation for the Blind and Toy Manufacturers of America (contact American Foundation for the Blind at (800) 232-5463.

A Toy Guide For Differently-Abled Kids, distributed at no cost by The National Parent Network on Disabilities (contact National Parent Network on Disabilities, 1600 Prince St. #115, Alexandria, VA (703) 684-6783 (V/TDD).

Materials For Blind Parents, available free from the National Federation of the Blind Materials Center, 1800 Johnson St., Baltimore, MD 21230 (410) 639-9314. This last is a set of two 1-7/8 ips two-track cassettes, tone-indexed.

For families with access to computer and modem, there are hundreds of resources for parents of children with special needs on the *Local Interagency Network Communication System*. This electronic bulletin board operates 24 hours a day. There are no registration fees. For more information, contact *PHP-The Family Resource Center for Children with Special Needs* at (408) 288-5010 (voice).

The Foundation for Blind Children is an organization in Phoenix which has many activities during the summer, usually including a Braille reading program. Contact them at 1231 E. Harmont Drive, Phoenix, Arizona 85020-3864 (602) 331-1470.

RECOMMENDED READING LIST
FICTION

Anderson, Poul. *Tau Zero* Published: 1976. Adult Young Adult. RC 13290. Male Reader: Tenny, Hal. A science fiction yarn about twenty-five men and twenty-five women speeding through space to colonize a planet thirty-five light years away. Disaster strikes as the ship's deceleration mechanism malfunctions. For high school and adult readers.

Anthony, Piers. *Crewel Lye* (#8 Xanth Series) Published: 1985. Adult, Young Adult. Long Level: J&S. RC 22258. Male Reader: Ewing, Lee.
Five year old Princess Ivy befriends a 400 year old ghost who inhabits Castle Roogna. For junior and senior high and adult readers.

Barrett, Neal Jr. *Aldair In Albion* Published: 1976. Adult, Young Adult. RC 12592. Male Reader: Wulf, Richard.
Aldair is a true acolyte of the faith until his world abruptly turns upside down and he becomes an accursed outcast whose only course leads to the island of total terror known as Albion. For high school and adult science fiction fans.

Baum, L. Frank. *Little Wizard Stories Of Oz* Published: 1985. Juvenile Short. Level: 3-6 More Tbns. RC 24449. Male Reader: Stratton, John.
Six short Oz Tales feature the ongoing adventures of Jack Pumpkinhead, The Sawhorse, as well as Dorothy, the scarecrow, the wizard, the tin woodman, and the cowardly lion. For grades 3-5.

Baum, L. Frank. *The Magic Of Oz* Published: 1981. Juvenile Short Level: 4-7. RC 32281. Female Reader: Buzzard, Madelyn.
Princess Ozma decrees that only Glinda the Good and the Wizard of Oz may practice magic in the Land of Oz. but trouble comes to the emerald city with old Ruggedo, the ex-nome king, and Kiki a ru, the clever hyup sorcerer, who know the secret of changing people into animals. For grades 4-7.

Baum, Lyman Frank. *The Wizard Of Oz* Published: 1960. Juvenile Short. Level: 4-7. RC 15141. Male Reader: Blackwell, Burt.
Blown by a cyclone from her Kansas home to the wonderful land of Oz, Dorothy meets the tin woodman, the cowardly lion, and the scarecrow. Grades 4-7. Rerecord tb/321/3539.

Benford, Gregory. *The Stars In Shroud* Published: 1978. Adult, Young Adult. RC 14758. Male Reader: McKeever, Larry.
A human spaceship captain becomes a pawn in the war between the disintegrating human space empire and a mysterious mind-manipulating alien race. Sophisticated science fiction for high school and adult readers.

Blish, James. *Star Trek 5* Published: 1972. Adult, Young Adult. Short. RC 14291. Male Reader: Wamsley, Bill.
The Enterprise blazes new star trails to danger as the crew encounters an asylum planet where the mad rule.

Bradbury, Ray. *The Martian Chronicles* Published: 1979. Adult, Young Adult. RC 26787. Male Reader: Meyer, Ronald B.
Covering the years 1999 to 2026 A. D., the story tells of the successive visits by earth people to an unfriendly Mars. Rerecord of Tb1652.

Bradley, Marion Zimmer. *The Bloody Sun* Published: 1964. Adult Long. RC 39654. Male Reader: Sandvold, Erik.
After many years of life on earth and other planets, Jeff Kerwin returns to the planet Darkover to find his family roots and to sort through the memories of his early life in the spacemen's orphanage. He finds only mystery. There are no official records of his parents or of his childhood on Darkover. Even more inexplicable, the native Darkoverans seem to mistake him for a highborn comyn lord.

Bradley, Marion Zimmer And Mercedes Lackey. *Rediscovery: A Novel Of Darkover* . Published: 1993. Adult Language. RC39429. Female Reader: Friedlander, Mitzi.
Years after Darkover was first established by explorers from Earth, a new group of seekers has rediscovered the planet. the people of Darkover have developed a low-tech society dominated by men. The residents, including Leonie Hastur, have extraordinary telepathic powers. When Ysaye Barnett, one of the new arrivals, learns her people are telepaths as well, the women and their powers clash. Some strong language.

Burroughs, Edgar Rice. *John Carter Of Mars* Published: 1964. Adult, Young Adult Short AZC00739 Female Reader: Hatcher, Hazel.
Includes 2 novellas. In "John Carter And The Giants of Mars," the hero, attempting to rescue his kidnapped wife, encounters a synthetic giant and great white apes with human brains. "Skeleton Men of Jupiter" chronicles Carter's Voyage to the Giant Planet. Eleventh in the martian series.

Burroughs, Edgar Rice. *Three Martian Novels: Thuvia, Maid of Mars; The Chessmen; The Mas.* Published: 1962. Adult, Young Adult Long. RC 16390. Female Reader: Carter Dale.
A hidden city of dreams defends itself against nomadic green savages with armies of bowmen created by mental power. Another novel is set in outlaw city where chess is played with living men.

Cameron, Eleanor. *Mr Bass's Planetoid* Published: 1958. Juvenile Short Level: 4-7. RC 19722. Female Reader: Kearns, Virginia.
Someone must find Mr. Brumblydge, inventor of the brumblitron, before his energy machine starts a chain reaction that would unravel the world. David and Chuck go far beyond the ends of the earth, to a tiny satellite named Lepton, in their feverish search for a solution. Sequel to "Stowaway To The Mushroom Planet." For grades 4-7.

Cameron, Eleanor. *A Mystery For Mr. Bass* Published: 1960. Young Adult Juvenile Short Level: 4-7. RC 21382. Male Reader: Palmer, David.
The 4th adventure in the mushroom planet mystery series involves the mushroom planet itself, a strange race of "Spore People," interpanetary travel by boys, mysterious green-glowing fossils, and an ancient curse. For grades 4-7.

Cameron, Eleanor. *Stowaway To The Mushroom Planet* Published: 1956. Juvenile Short Level: 4-7. RC 19721. Female Reader: Kearns, Viginia.
When David and Chuck make their second voyage to the Planet Basidium, they discover a most unusual stowaway on their spaceship. Sequel to "The Wonderful Flight To The Mushroom Planet." For grades 4-7.

Clark, Margaret G. *Barney In Space (#2)* Published: 1981. Juvenile Short Level: 4-7. RC 23283. Male Reader: Delotel, James.
Rokell, a ruthless gark from the Planet Ornam, fears that Barney will betray the garks to other humans. Rokell sets out to kidnap Barney. Grades 4-7.

Clark, Margaret G. *Barney On Mars* (#3) Published: 1983. Juvenile Short Level: 4-7. RC 23284 . Male Reader: Delotel, James.
Oliver doesn't believe that Barney has a friend from outer space and Oliver doesn't believe that his own dog Alfie has been stolen by Naff, another space creature. It's hard to convince Oliver of anything having to do with space until he finds himself on a spaceship heading for Mars. Grades 4-7.

Clark, Margaret G. *Barney And The UFO*(#1) Published: 1979. Juvenile Short Level: 4-7. RC22588. Female Reader: Maynard, Fern.
Barney is afraid to tell his foster parents that he has seen a UFO behind the house, even after a hasty promise to a space boy leads him into big trouble. For grades 4-7.

Clarke, Arthur Charles. *The Wind From The Sun; Stories Of The Space Age* Published: 1972. Adult, Young Adult. More Tbns. RC28232. Male Reader: Hartley-Margolin, David.
Short science fiction stories written in the 60s. Includes stories about what happens when someone introduces a substance with a haunting flavor into a society that has become vegetarian, space sailing vessels powered by radiation from the sun, and the discovery that forms of life have existed elsewhere in the solar system.

Claro, Joe. *Spacecamp* Published: 1986. Juvenile Short Level: 4-7. RC 29099. Female Reader: O'Neal, Mary.
Based on the screenplay for the movie, this novelization chronicles the experiences of five kids, their instructor, and Jinx the robot at a NASA summer training camp. Grades 4-7 and older readers.

Deweese, Gene. *Major Corby And The Unidentified Flapping Object* Published: 1979. Juvenile Short Level: 5-8. RC16283. Male Reader: Halberstadt, Jeff.
Fourteen-year-old Russ Nelson is picked up by a UFO'S collector near Milwaukee and asked to bring back five pounds of lead within eleven hours. If he doesn't succeed, the spaceship will vaporize and take half of Wisconsin with it. Science Fiction for grades 5-8 and older readers.

Gerrard, Roy. *Jocasta Carr, Movie Star* Published: 1992. Juvenile Short Level: 2-4. RC36347. Female Reader: Giannarelli, Laura.
A humorous, fun-filled adventure told in rhyme of the famous movie star Jocasta Carr and her sheepdog Belle, who is also a star. When Belle is kidnapped, Jocasta soon suspects the villainous film producer Maxwell Pym, who had tried to buy Belle. Jocasta follows Pym to London, and passes through Paris and Istanbul. She will stop at nothing in her efforts to rescue Belle. For grades 2-4 and older readers.

Greer, Gary. *Jason And The Aliens Down The Street* Published: 1991. Juvenile Short Level: 2-4. RC 38190. Male Reader: Polk, John.
Jason Harkness, who's become a door-to-door dog trainer for the summer, is hightailing it after his first charge when he runs into his neighbor, Cooper Vor. Vor is an intragalactic troubleshooter who has a talking cat, Lootna, and is in need of an assistant. Jason signs on, and they are soon jetting to a distant planet in an effort to retrieve a stolen energy crystal. Grades 2-4.

Haldeman, Jack C., II, and Jack Dann. *High Steel*. Published: 1993. Adult, Young Adult, Sex Language. RC 4048. Male Reader: Delotel, James.
John Stranger, a Native American steelworker, is conscripted by the Trans-United Space Engineering Corporation to help build an industrial complex in orbit above earth. But even in this high-tech environment, John remains true to his tribal spirituality, and he exhibits special powers of mind that may be the key to earth's freedom from the powerful megacorporations. Strong language and descriptions of sex. For high school and older readers.

Heinlein, Robert Anson. *The Moon Is A Harsh Mistress* Published: 1968. Adult Young Adult Long RC 25524. Male Reader: Avers, Roy.
Luna is a 21st century penal colony, since no one can stand earth gravity after being on the moon for a few weeks, all who are sent there must stay. When the liberated people rise against the authority, they receive unexpected help.

Heinlein, Robert Anson. *Time For The Stars* Published: 1978. Adult Young Adult Short Level: J&S. RC 14186. Male Reader: Backman, George.
A pair of identical twins provide communication between earth and spaceships exploring distant solar systems. One twin retains his youth in the frontiers of space while his brother ages on earth. An imaginative tale combining humor and adventure. For junior and senior high and adult readers.

Hughes, Monica. *Invitation To The Game* Published: 1990. Young Adult Juvenile Short Level: 6-9. RC 38939. Female Reader: Carter, June.
The year is 2154, and robots dominate the labor market. Upon graduation from high school, Lisse and 7 friends are sent to a DA (designated area) for the unemployed. They resign themselves to a boring existence until they receive an invitation to the game. Through computer simulation they experience life in an unfamiliar, untamed setting. As the sessions intensify, the teenagers realize that the game has become reality. Grades 6-9 and older readers.

Kahn, James. *Return Of The Jedi* Published: 1983. Adult Young Adult. RC 19228. Male Reader: Askey, Bob.
A novel based on the 3rd *Star Wars* movie. Han Solo, frozen in carbonite, has been delivered to the vile gangster Jabba The Hutt. Determined to rescue him, Luke Skywalker, Princess Leia, and Lando

Calprissian launch a hazardous mission against Jabba's stronghold. Sequel to "The Empire Strikes Back" bestseller 1983.

Katz, Welwyn Wilton. *False Face* Published: 1988. Young Adult, Juvenile Short Level: 6-9. RC 32820. Male Reader: Coons, Carole.
Thirteen year old Laney McIntyre looks exactly like her father, and her mother takes out her dislike of her ex-husband on Laney. Laney befriends a classmate, Tom Walsh, half-white and half-Iroquois, and together they find two Iroquois false-face masks that exude both evil and power. When the masks come into the McIntyre home, the antipathy between Laney and her mother grows to horrifying proportions. For grades 6-9 and older readers.

Kelley, Leo P. *Dead Moon* Published: 1979. Juvenile Short Violence Level: 4-7. RC 25417. Male Reader: Niederjohn, Clark.
The spaceship "Voyager" is carrying many astronauts in suspended sleep toward planet 1 of star 84 in galaxy 5. Steve Estrada, Ellen Drake, and Don Chadrow are awake and in charge when "Voyager" is drawn, for an unknown reason, to a moon which is supposed to be uninhabited according to the ship's computer. Don becomes alarmed when Steve and Ellen start acting strangely. Some violence. Easy reading for grades 4-7.

Leguin, Ursula K. *The Wind's Twelve Quarters; Shortstories* Published: 1975. Adult, Young Adult Long. RC 09198. Female Reader: Beaudry, Patricia.
A retrospective collection of 17 of the Nebula Award Winner's best short fiction pieces. The stories range from fantasy to intriguing scientific possibilities, from medieval settings to the future. For high school and adult readers.

Leguin, Ursula K. *A Wizard of Earthsea* (#1) Published: 1968. Young Adult Juvenile Level: 6-9. RC 25315. Male Reader: Donley, Robert.
An intricate fantasy about Sparrowhawk, a talented but arrogant student of wizardry. On a rival's dare, Sparrowhawk summons up a shadowy, evil spirit who threatens both the boy's life and the entire world of earthsea. Grades 6-9.

Lerner, Sharon and Cerf, Christopher. *Star Trek: The Prisoner Of Vega* Published: 1977. Juvenile Short Level: 3-6. RC 14623. Male Reader: Ryle, Charlie.
Captain Kirk and the "Enterprise" crew confront villains from the Kingon Empire who have imprisoned the beautiful ruler of Plet Vega III. For grades 3-6.

Leiber, Fritz. *Our Lady Of Darkness* Published: 1977. Adult, Young Adult, Short Sex Language. RC 13761. Male Reader: Backman, George.
A young San Francisco writer becomes the victim of "Paramental Entities" that embody the evil of the entire city. When the writer accidentally discovers the existence of these forces, they pursue him relentlessly until he finally confronts the most potent force of all--our lady of darkness. Ethereal science fiction for high school and adult readers. Some strong language.

Lewis, Clive Staples. *Perelandra* (#2) Published: 1968. Adult, Young Adult. RC 23329. Male Reader: O'Keefe. Robert.
The conflict between good and evil is central in this story as the English visitor is ordered to a neighboring world, a paradise threatened by a villainous scientist. Sequel to: *Out Of the Silent Planet* (TB1459).

McCaffrey, Anne. *Dinosaur Planet* (#1 Ireta) Published: 1978. Adult, Young Adult Level: J&S. RC 29689. Available:(Az1a) 3 Male Reader: Benson, Chuck.
The federated sentient planets launch a mission to Ireta to locate new energy sources and study the life forms. As Kai and Varian, the expedition leaders, compile the data, they discover that the strange animal life originated on prehistoric earth. When their spaceship disappears, they fear

they have been abandoned on Ireta as part of an experiment. For junior and senior high and older readers.

McCaffrey, Anne. *Dinosaur Planet Survivors* (#2 Ireta) Published: 1984. Adult, Young Adult Level: J&S. RC 29690. Male Reader: Benson, Chuck.
Forty years after Kai and Varian go into cold sleep to avoid capture by the auctioneers who have taken over the planet Ireta, they awake to find things are even worse. Not only are the mutineers still around, but so are their descendants, while space pirates and the alien theks are headed towards the planet. For junior and senior high and older readers.

McIntyre, Vonda N. *Enterprise: The First Adventure* Published: 1986. Adult. RC 25383. Male Reader: Delotel, James.
James T. Kirk, the youngest man ever to captain a starship in the history of the federation, takes command of the U.S.S. "Enterprise". Kirk and his crew confront unexpected challenges on their first mission together.

McIntyre, Vonda N. *Star Trek III: The Search For Spock* Published: 1984. Adult, Young Adult. RC 27382. Male Reader: Delotel, James.
The crew of the "Enterprise" are gathered to mourn the death of their friend Spock. But a dangerous mission lies ahead, one involving the genesis device whose awesome powers can be used for good or evil. The enemies of the federation are determined to seize the device.

Manes, Stephen. *That Game From Outer Space* Published: 1983. Juvenile Short Level: 4-7. RC 22153. Female Reader: Stanton, Charlotte.
Oscar Noodleman becomes obsessed with the new video game in Hughie's parlot and finds himself involved in an unusual adventure with aliens from outer space. For grades 4-7.

Mills, Robert P., Ed. *A Decade Of Fantasy and Science Fiction* Published: 1960. Adult, Young Adult Long. RC 20374. Male Reader: Donley, Robert.
The Editor-In-Chief of "Fantasy And Science Fiction" selects 25 of the best stories that appeared in the years 1949-1959. Reissue of Tb/Cb620.

Modesitt, Jene. *Night Call* Published: 1989. Juvenile Short Level: P-2. RC38283. Female Reader: Schrafm Kimberly.
Late one night, when everyone is asleep, a star falls from the sky. Starman sends a message on the wind to stuffed animals rabbit and Mr. Bear. They go to a secret world hidden beneath a hollow tree, where they join their friends in a search for the fallen star. Preschool - grade 2.

Nation, Terry. *Survivors* Adult, Young Adult Violence Long. RC 10562. Female Reader: Chodoff, Anne.
A chilling novel about a handful of survivors of a global plague who battle for violence. For high school and adult readers. Life in an empty world. Some strong language.

Norton, Andre. *Web Of The Witch World* (#2 Witch World) Published: 1977. Adult, Young Adult. RC 13315. Male Reader: Van Horn, Patrick.
Simon Tregarth, alien, marries Jaelithe, a young sorceress of witch world. Though Jaelithe fears she will lose her power by marrying, she discovers that she now shares it with Simon. Second volume of the "Witch World" series. For high school and adult.

Norton, Andre. *Witch World* (#1 Witch World) Published: 1977. Adult, Young Adult. RC 11826. Male Reader: Heckler, Mark.

A secret agent with a price on his head is transported to witch world -- a peculiar medieval land of magic adventure and conflict -- where survival demands all of his knowledge and cunning. First volume of the witch world series. For high school and adult.

Pinkwater, Daniel M. *Alan Mendelsohn: The Boy From Mars* Published: 1979. Young Adult Juvenile Level: 6-9. RC16628. Male Reader: Avers, Roy.
Leonard Neeble, a lifelong weirdo, is destined to be an outcast at Bat Masterson Junior High until Alan Mendelsohn, another new misfit, shows up. Alan, who claims to be part Martian, suddenly turns weird into chic. An outlandish tale for grades 6-9 and older lovers of the absurd.

Pinkwater, Daniel Manus. *Fat Men From Space* Published: 1977. Juvenile Short Level: 5-8. RC 12797. Male Reader: Guidall, George.
Through a new tooth filling that can receive radio programs and signals from far away, William learns of an invasion by spacemen who are taking away all of the earth's supply of junk food. A preposterous spoof for grades 5-8 and older.

Pinkwater, Daniel. *Ned Feldman, Space Pirate.* Published: 1994. Juvenile Level: 3-6. BR 09999.
Ned Feldman is home alone one day when he hears a noise under the kitchen sink. When Ned summons enough courage to check it out, he discovers Capt. Lumpy Lugo aboard a spacecraft that looks just like the sink. Inviting Ned aboard, the captain announces that he is Bugbeard the pirate, famous for doing bad things. Ned goes along and soon they land on the planet Jivebone where they encounter giant space chickens. Grades 3-6.

Pohl, Frederick. *The Annals Of The Heechee* (#4 Heechee Saga) Published: 1987. Adult, Young Adult. RC 26620. Male Reader: Huntey, Bruce.
Robinette, alive after death as a machine-store personality, thanks to Heechee.

Saint Exupery, Antoine De. *The Little Prince* . Adult, Young Adult Juvenile Short. RC 07280. Male Reader: Blackwell, Burt.
The narrator's plane was forced down in the African desert where he meets the little prince from Asteroid B-612, who freely shares his experiences with the fascinated pilot. For children and adults. Rerecord of Tb167.

Silverberg, Robert. *Hawksbill Station* Published: 1978. Adult, Young Adult Short Long. RC 15253. Male Reader: Hausenstein, Richard.
A mysterious stranger brings hope to the crushed inmates of a political prison camp located two billion years in the past. A powerful tale that straddles the Cambrian period and the twenty-first century. For high school and adult readers. Some strong language.

Sleator, William. *The Boy Who Reversed Himself* Published: 1986. Young Adult Short Level: J&S. RC 27809. Female Reader: Bederman, Mimi.
In this clever Science-Fiction adventure Laura discovers that her strange new neighbor, Omar, is the one leaving messages, written in reverse, in her locker-- without even opening the door. She wheedles him into taking her into the 4th dimension but refuses to heed his warnings against using her new powers capriciously. Soon she and her boyfriend, Peter are trapped and terrorized in the 4th dimension. Junior and senior high readers.

Slobodkin, Louis. *The Space Ship Under The Apple Tree* Publihed: 1971. Juvenile Short Level: 3-6. RC 16695. Female Reader: Kiley, Hazel.
Eddie tracks what seems to be a falling star to an apple orchard, where he discovers a space ship and a little man with non-gravity shoes, luminous dictionary box, pocket helicopter, and other amazing extraterrestrial gadgets. For grades 3-6. Followed by the ship returns to the apple tree.

Slote, Alfred. *Omega Station* Published: 1983. Juvenile Short Level: 3-6. RC 20446. Male Reader: Huntey, Bruce.
Only Jack Jameson and his robot twin Danny one can save the universe from mad scientist Otto Drago. Follows "C.O.L.A.R." For grades 3-6.

Verne, Jules. *From The Earth To The Moon: All Around The Moon* Published: 1962. Adult Long. RC 08767. Female Reader: Beaudry, Patricia.
Written almost a century ago, this fantasy deals with a moon shot fired by an enormous gun from a hill in Florida. The three intrepid adventurers traveling in the capsule find themselves off course, and seem doomed to orbit the moon as a satellite forever.

Wismer, Donald. *Starluck* Published: 1982. Juvenile Short Level: 6-9. RC 22562. Male Reader: Blanding, Richard H.
Paul escapes from the imperial guard of the evil emperor who has ordered his execution and wanders into the company of an interstellar circus. There he joins a secret revolutionary group that seeks to free the planet from the tyranny of the emperor. The rebels teach Paul karati mind control to develop his physical and mental powers for the ultimate confrontation with imperial evil. For grades 6-9.

Wisler, G. Clifton. *Antrian Messenger* (#1 Scott Childers) Published: 1986. Young Adult Juvenile Short Level: 5-8. RC 29475. Male Reader: Hartley-Margolin, David.
Why is he so different? Why can he see things others can't see? Who are the men in the gray Ford? Fourteen year old Scott Childer's search for who he really is and how he should use his special powers reveals surprising and difficult answers. Grades 5-8 and older readers.

Yolen, Jane. *Commander Toad and The Disasteroid*. Published: 1990. Juvenile Short Level: K-3. RC 32118. Female Reader: Caruso, Barbara.
Commander Toad, brave and bright, is the hero of star fleet. "Star Warts," his long green spaceship, has a very fine crew. The copilot is Mr. Hop, the engineer is Lt. Lily, the computer chief is young Jake Skyjumper, and the physician.

Yolen, Jane. *Commander Toad and The Intergalactic Spy* Published: 1986. Juvenile Short Level: 2-4. RC 26479. Female Reader: Caruso, Barbara.
Commander Toad and the crew of Star Warts are sent on a dangerous mission to Eden to capture the great spy, Tip Toad. When they arrive, they find five creatures claiming to be Tip Toad, and must figure out the right one to bring back. Grades2-4.

Yolen, Jane. *Commander Toad and The Planet Of The Grapes* Published: 1990. Juvenile Short Level: K-3. RC 32119.
Commander Toad, brave and bright, and his top-notch crew land their spaceship, "Star Warts," on a new planet that seems the perfect place for a picnic. Commander Toad and Lt. Lily go out first to look around, only to be swallowed.

Yolen, Jane, Martin H. Greenberg, and Charles G. Waugheds. *Dragons and Dreams* Published: 1986. Juvenile Short Level: 6-9. RC 25544. Male Reader: Huntey, Bruce.
In these 10 Fantasy and Science-Fiction stories by Jane Yolen, Bruce Coville, Monica Huighes, Patricia A. McKillip, and others, we sample nightmares that come true, a dragon tale, a wizardly adventure, the mysterious world of the sea, and much, much more. Grades 6-9.

Yorinks, Arthur. *Company's Coming* Published: 1988. Juvenile Short Level: P-2. RC 31217. Male Reader: Huntey, Bruce.
Shirley and Moe had invited their relatives to supper when a flying saucer and two strange-looking aliens landed in their back yard. So, Shirley invites them, too - and chaos erupts. But in the end, everyone - relatives, aliens, soldiers, marines, pilots, and FBI agents - enjoys a delicious meal. Preschool - grade 2.

RECOMMENDED READING LIST

NON-FICTION

Anderson, Norman D., And Walter R. Brown. *Halley's Comet* Published: 1981. Level: 5-8. RC 20013. Female Reader: Grandmaison, Sylvia.
Describes the discovery of Halley's Comet and its historic significance. Also discusses what we know about the composition of comets and their relationship to the Earth. Grades 5-8 and older readers.

Asimov, Isaac. *Asimov On Astronomy* Published: 1974. Adult, Young Adult Long More Tbns. RC 09938. Male Reader: Gary Heilsberg.
A collection of essays from Dr. Asimov's earlier works explaining scientific puzzles and speculating about the universe, the solar system, and the stars. For high school and adult readers.

Asimov, Isaac. *How Did We Find Out About Black Holes*? Published: 1978. Level: 5-8 . RC 19858. Male Reader: Brewster, Carl.
Discusses why scientists believe in the existence of black holes, what they are, how they are formed, and how they are detected. Grades 5-8.

Asimov, Isaac. *How Did We Find Out About Comets?* Published: 1975. Young Adult Juvenile Short Level: 5-8. More Tbns. RC 31079. Male Reader: Fox, Jack.
Explores ancient beliefs and fears about comets, and traces the history of scientific knowledge of these phenomena. Also discusses how scientists plot the orbit of a comet, and the relationship of comets to meteorites and asteroids. For grades 5-8 and older readers.

Asimov, Isaac. *How Did We Find Out About Outer Space?* Published: 1977. Young Adult Juvenile Short Level: 5-8. RC 31181. Male Reader: Hoover, Butch.
Since ancient times human beings have wanted to fly. Asimov tells of these early attempts and of the development of rockets, satellites, and spaceships. Grades 5-8 and older readers.

Asimov, Isaac. *How Did We Find Out About Solar Power*? Published: 1981.Young Adult Juvenile Short Level: 5-8. RC 31082. Male Reader: Hoover, Butch.
Asimov describes the uses of the sun's energy from the time of the Greeks and Romans to the 1980s and discusses the potential of this energy source in our modern world. Grades 5-8 and older readers.

Asimov, Isaac. *How Did We Find Out About Sunshine*. Published: 1989. Young Adult Juvenile Short Level: 5-8. RC 32276. Male Reader: Hoover, Butch.
Human beings have always been grateful for the Sun. In fact, in ancient times it was often viewed as a god. Asimov traces the scientific discoveries that led to our knowledge of the nature and substance of the Sun. For grades 5-8 and older readers.

Asimov, Isaac. *How Did We Find Out About The Universe*? Published: 1983. Young Adult Juvenile Short Level: 5-8. RC 31080. Male Reader: Fox, Jack.
The universe, made up of billions of galaxies, is vast and mysterious. Asimov details what we know about the universe and how this knowledge was gained. He also discusses the big bang theory. Grades 5-8 and older readers.

Bendick, Jeanne. *Artificial Satellites* Published: 1982. Juvenile Short Level: 5-8. RC 22108 Female Reader: Toney, Ila Verne.
Examines the development and use of man-made satellites beginning with the Soviet Union's sputnik in 1957. Also speculates on colonizing outer space. For grades 5-8 and older readers.

Berger, Melvin. *Quasars, Pulsars And Black Holes In Space* Published: 1977. Juvenile Short RC 11782. Male Reader: Hastings, Don.
Exploration of theories concerning three amazing astronomical discoveries of modern times. For grades 4-7.

Billings, Charlene. *Christa McAuliffe* Published: 1986. Juvenile Short. Level: 3-6. RC 27586.
Female Reader: McDermott, Patricia.
Christa McAuliffe, a high school Social Studies teacher from Concord, N. H., was chosen in 1985 to be the first private citizen to go into space. She wanted to encourage school children to take more interest in the space program, and she wanted to increase respect for all teachers. Tragically, she and her fellow astronauts were killed when the space shuttle "Challenger" blew up on 1/28/1986. Grades 3-6.

Branley, Franklyn. *A Book Of Stars For You* Published: 1967. Juvenile Short. Level: 2-4. RC 09734.
Male Reader: Norman, Richard.
A clear account of what stars are, where they came from, and how they evolve. Grades 2-5.

Branley, Franklyn M. *Comets* Published: 1984. Juvenile Short Level: 2-4. RC 22328. Male Reader: Johnson, Peter.
Explains what comets are, how they are formed, and how their unusual orbits bring them into Earth's view at predictable intervals. Special focus on Halley's Comet. A let's-read-and-find-out science book. For grades 2-4.

Branley, Franklyn M. *From Sputnik To Space Shuttles* Published: 1986. Juvenile Short Level: 3-6. RC 25938. Female Reader: Pedersen, Mary.
An overview of satellites from the launching of Sputnik in 1957 to the 1980s. Discusses how satellites enable us to send T.V. programs, telephone calls, and radio signals from one part of the world to another and how they help us study the earth, forecast the weather, and aid the military. Also describes proposed future developments. Grades 3-6 .

Branley, Franklyn *Halley: comet 1986* Published: 1983. Juvenile Short Level: 5-8. RC 21832.
Female Reader: Krebs, Lee.
Describes the appearances of Halley's Comet throughout history and tells how its movements were definitively charted by the astronomer whose name it bears. Also discusses the composition of comets, and the return of Halley's Comet in 1986. For grades 5-8 and older readers.

Branley, Franklyn M. *Neptune: Voyager's Final Target* Published: 1992. Juvenile Short Level: 3-6. RC 38044. Female Reader: Henry, K. D.
On 8/24/1989, after a 12 year, 4 billion mile journey, the spaceprobe "Voyager 2" made a flyby of Neptune and its moons. The author describes the activities leading up to that historic encounter and the wealthy of new information gained. He also describes Neptune's orbit, atmosphere, rings, and geology. Grades 3-6 and older readers.

Branley, Franklyn Mansfield. *Pieces Of Another World; The Story Of Moon Rocks* Published: C197. Juvenile Short Level: 5-8. RC 08877. Male Reader: Lowenstein, Ralph.
Describes the moon rocks brought back to earth by the astronauts of Apollo II. Tells how the rocks were gathered and analyzed and what they reveal about the moon. For grades 5-8.

Branley, Franklyn Mansfield. *The Sky Is Full Of Stars*. Published: 1981. Juvenile Short Level: 2-4 More. RC 22902. Female Reader: Gray, Janis.
Explains how to view stars and ways to locate star pictures, the constellations, throughout the year. For grades 2-4

Branley, Franklyn M. *Space Telescope* Published: 1985. Juvenile Short Level: 3-6. RC 24680. Male Reader: Halberstadt, Jeff.
Describes the telescope to be placed in orbit around the earth to take pictures from space. Compares it to other kinds of telescopes and discusses how its discoveries could extend man's exploration of the universe. Grades 3-6.

Branley, Franklyn M. *Saturn: The Spectacular Planet* Published: 1983. Juvenile Short Level: 4-7. RC 21654 . Female Reader: Ragsdale, Grace.
Describes the physical feature and characteristics of the "Queen Of Planets" and her satellites, and presents theories about the rings of Saturn. Includes a wealth of information gained from the "Pioneer" and "Voyager" space probes. For grades 4-7 and older readers.

Cohen, Daniel. *Carl Sagan* Published: 1987. Young Adult Juvenile Short Level: 5-8. RC 30520. Male Reader: Bond, Jim.
Biography of Carl Sagan, a celebrity scientist who believes that science is of interest to everyone. During the 1960's he wrote and narrated a series, and during the 1970s he became a regular guest on the "Tonight Show." His driving scientific interest since childhood has been the exploration of other planets. For grades 5-8 and older readers.

Cohen, Daniel And Susan. *Heroes Of The Challenger* Published: 1986. Juvenile Short Level: 5-8. RC 25430. Male Reader: Williams, Jake.
Starting with an account of the 1/28/1986 explosion of the spaceshuttle "Challenger," this book includes short, interesting profiles of each of the 7 astronauts killed in the tragedy, as well as a brief history of the U.S. Space Program. Grades 5-8.

Collins, Michael. *Flying To The Moon And Other Strange Places.* Young Adult Juvenile Short Level: 6-9. RC 10443. Male Reader: Lowenstein, Ralph.
Account of the astronaut's career and celebrated moon landing. Includes speculations about the future of space exploration. For grades 6-9.

Couper, Heather, And Terence Murtagh. *Heavens Above* Published: 1981. Young Adult Juvenile Short Level: 6-9. RC 20058. Male Reader: Jones, Paul.
A guided tour of our solar system and the universe beyond. Tells how astronomers work as well as how the solar system probably began and how it will probably end. For grades 6-9 and older readers

D'Ignazio, Fred. *New Astrononmy: Probing The Secrets Of Space.* Published: 1982. Juvenile Short Level: 4-7. RC 22105. Male Reader: Brewster, Carl.
Explains how astronomers are using new kinds of telescopes, computerized cameras, and space probes to generate theories about the universe and its mysteries. For grades 4-7 and older readers.

Engdahl, Sylvia Louise. *The Planet-Girded Suns: Man's View Of Other Solar Systems* Published: 1974. Adult, Young Adult. RC 09528. Female Accented Reader: Gibson, Flo.
Citing religious leaders, heretics, poets, philosophers, and scientists, the author traces the history of the idea that life exists on other planets. For high school and adult readers.

Fenton, Carroll Lane. *Worlds In The Sky* Published: 1963. Juvenile Short Level: 4-7. More Tbns. RC 10072. Male Reader: Geoffrey Rommel.
An introduction to the stars, planets, and other heavenly bodies explains the seasons, eclipses, and the earth's rotation. For grades 4-7.

Ferris, Jeri. *What Are You Figuring Now?* Published: 1988 Juvenile Short Level: 2-4. RC 30756. Male Reader: Horton, John.
A lively story of Benjamin Banneker, a free black man who helped to survey and lay out Washington, D. C. in 1791. He was well known in his time as a farmer, astronomer, mathematician, and author of best-selling almanacs. Grades 2-4

Freeman, Mae. *The Sun, The Moon, And The Stars* Published: 1979. Juvenile Short Level: 2-4. RC 19077. Female Reader: Gordon, Sheena.
An introduction to astronomy. Covers the solar system, galaxy, and universe, and recent theories about quasars, pulsars, and black holes. Includes simple experiments that young readers can understand and perform. For grades 2-5.

Gallant, Roy A. *Fires In The Sky: The Birth And Death Of Stars* Published: 1978. Juvenile Short Level: 5-8. RC 16056. Female Reader: Kasarda, Kerry.
Discusses the characteristics of stars, using the sun as an example. Examines the composition of the sun, various theories about its energy production, differences among stars, and the birth and death of stars. For grades 5-8 and older readers.

Gardner, Robert. *Ideas For Science Projects* Published: 1986. Young Adult Juvenile Short Level: 5-8. RC 27814. Male Reader: Regensdorf, Phil.
More than 100 ideas for science projects that introduce students to the scientific method are presented here. Projects range from the simple to the complex and involve astronomy, chemistry, physics, psychology, biology, and botany. Grades 5-8 and older readers.

Gibbons, Gail. *Sun Up, Sun Down.* Published: 1983. Juvenile Short Level: K-3. RC 22321. Female Reader: Toren, Suzanne.
Simple text describes the characteristics of the sun and how it regulates life on earth. K-3.

Hart, Philip S. *Flying Free: America's First Black Aviators* Published: 1992. Young Adult Juvenile Short Level: 5-8. RC 38260. Male Reader: Sams, Robert.
The early aviators of the 1920s and 1930s had to contend with faulty planes, crude instruments, no flight plans, and often no airports. Black Americans smitten by the desire to fly had to further contend with pervasive prejudices and racism. This book surveys the history of black aviators and includes chapters on Bessie Coleman, The Chicago Flyers, and the Tuskegee Airmen. Grades 5-8 and older readers.

Haskins, James and Kathleen Benson. *Space Challenger* Published: 1984. Juvenile Short Level: 2-4. RC 23622. Female Reader: Hoffman, Elaine.
School counselors told Guion Bluford, who dreamed of building planes that he was not "College Material." He eventually earned a Ph.D in aerospace engineering and became an astronaut, the first black American in space. For grades 2-4.

Hawkes, Nigel. *The Space Shuttle* Published: 1983. Juvenile Short Level: 4-7. RC 23473. Female Reader: Pederson, Mary.
Discusses the development of a reusable space vehicle and describes plans for the shuttle program. How the shuttle works and how its crew eats, sleeps, and operates in space are explained. Grades 4-7.

Herbst, Judith. *Sky Above And Worlds Beyond* Published: 1983. Juvenile Short Level: 5-8. RC20114. Female Reader: Toren, Suzanne.
An informal, enthusiastic introduction to Astronomy. Examines ancient ideas about the universe, the solar system, astronomy's wild goose chases, and the unexplained mysteries of space. For grades 5-8 and older readers.

Hohler, Robert T. *I Touch The Future*. Published: 1986. Adult Young Adult. RC 25097. Female Reader: Gray, Janis.
Portrait of the teacher-astronaut written by a journalist who came to know her well during the last months of her life, before the tragic space-shuttle explosion. Hohler reaches all the way back to her childhood, then follows her through adolescence, marriage, career, and training for flight as a member of the "Challenger" crew.

Keller, Charles. *Astronauts: Space Jokes And Riddles* Published: 1990. Juvenile Short Level: 4-7. RC 33698. Male Reader: Bernson, Barry.
A collection of jokes and riddles about astronauts and outer space, such as "What Does An Astronaut Do When He Gets Angry? He blasts off!" Grades 4-7.

Knight, David C. *Galaxies, Islands In Space* Published: 1979. Juvenile Short Level: 5-8. RC 197021. Female Reader: Reynolds, Leila.
Introduces our galaxy, the Milky Way, and explains how the existence of other galaxies has been proven. Also discusses current theories about galaxies, black holes, quasars, and the origin and future of the universe itself. For grades 5-8.

Knight, David C. *Thirty-Two Moons: The Natural Satellites Of Our Solar System* Published: 1974. Juvenile Short Level: 6-9. RC 08762. Reader: Jonietz, Pat.
A concise introduction to the 32 known satellites which orbit around six of the planets and which might someday serve as landing spots and observation posts. For grades 6-9.

Kraske, Robert. *Is There Life In Outer Space*? Young Adult Short Level: J&S. RC 10347. Male Reader: Case, Peter.
A lively study that examines evidence of and theories about life on other planets. For junior and senior high readers.

Lafferty, Peter. *Archimedes* Published: 1991. Juvenile Short Lvl: 4-7. RC 38242. Female Reader: McDermott, Patricia.
The author contends the greatest scientist of ancient was born around 287 B.C. and died in 212 B.C. Archimedes was an astronomer who built a model planetarium to show the movements in the night sky, and a skilled mathematician who proved many theorems in geometry. Perhaps his greatest achievement was Archimedes' principle - his explanation of why objects float in water and other liquids. Grades 4-7 and older readers.

Lampton, Christopher. *The Sun* Published: 1982. Juvenile Short Level: 4-7. RC 22104. Male Reader: Borrowman, John.
A colorful discussion of the formation, composition, and movement of the sun. Also explains what this star means in the lives of human beings. For grades 4-7 and older readers.

Latham, Jean Lee. *Carry On, Mr. Bowditch* Published: 1973. Young Adult Juvenile Short Level: 6-9. RC 17659. Male Reader: Jernigan, Jim.
A fictionalized biography of Nathaniel Bowditch, the American Sailor who taught himself mathematics and astronomy and discovered a new method of celestial navigation that saved the lives of many seamen. Historical details are coupled with the romance and adventure of Old Salem. For grades 6-9 and older readers. Newbery medal. Rerecord of Cb569.

Lauber, Patricia. *How We Learned The Earth Is Round*. Published: 1990. Juvenile Short Level: K-3. RC 36844 . Female Reader: Welch, Maggie.
Explains how human kind came to know that the earth is round. The ancient Greeks were the first to challenge the long-held beliefs that the earth is flat - because it looks flat - by observing the horizon and eclipses. Theories of a round earth were proven true by the voyages of Columbus and Magellan. Grades k-3 and older readers.

Lauber, Patricia. *Journey To The Planets* Published: 1982. Juvenile Short Level: 5-8. RC 19426. Male Reader: Jones, Paul.
Explores the planet of our solar system, highlighting the prominent features of each one. Explains the differences and similarities, with observations from recent space probes that shed light on our own unique planet. For grades 5-8 and older readers.

Lauber, Patricia. *Voyagers From Space* Published: 1989. Young Adult Juvenile Short Level: 6-9. RC 34234 . Female Reader: McDermott, Patricia.
The author describes asteroids, comets, and meteorites. She explains how they are created, where they come from, and their effect when they streak past the earth or plummet to its surface. For grades 5-9 and older readers.

Imburg, Peter. *What's In The Names Of Stars And Constellations*. Published: 1976. Young Adult Juvenile Short Level: 5-8. RC 12601. Male Reader: Sheppard, Ed.
Lively stories explain the names of familiar stars, planets, and constellations. Includes what ancient people believed about them and what scientists know today. Will be interesting to readers with some basic knowledge of heavenly bodies. For grades 5-8.

Martin, Paul D. *Science: It's Changing Your World* Published: 1985. Juvenile Short Level: 5-8. RC 24610. Female Reader: Baltes, Joan.
Discusses scientific breakthroughs and future projections in industry, transportation, medicine, space, and other areas. For grades 5-8.

Moche, Dinah. *Mars* Published: 1978. Juvenile Short Level: 2-4. RC 15117. Male Reader: Lowenstein, Ralph.
Describes the surface, orbit, and satellites of Mars, the fourth planet from the sun, as seen from the Viking space probe. For grades 2-4.

Moore, Patrick. *Stargazing: Astronomy Without A Telescope* Published: 1985. Adult Young Adult RC 24205. Male Reader: Richardson, John.
Guide to stargazing that describes the elements of the solar system planetary motions, the apparent motion of the celestial sphere, the mythology of constellations, and the size and structure of the galaxy. Offers a constellation-by-constellation description of the sky.

Muck, Otto *Secret Of Atlantis* Published: 1978. Adult Young Adult. RC 13581. Male Reader: Gilbert, Livingston.
Basing his conclusions on such sources as Platonian writings, Mayan calendars, geophysical analysis and the Bible, a noted German scientist describes the fate of the island Atlantis. He theorizes that the island was struck by a huge asteroid 10,000 years ago, with subsequent effects upon the rest of the world.

Nourse, Alan Edward. *The Backyard Astronomer*. Published: 1973. Juvenile Level: 6-9. RC 08630. Male Reader: Moodie, Michael.
A do-it-yourself guide to observing the heavens. For grades 6-9.

Nourse, Alan. *The Giant Planets*. Published: 1974. Juvenile Short Level: 5-8. RC 09576. Female Reader: Kasardo, Gerry.
An imaginary space voyage introduces the huge other planets of our solar system--Jupiter, Saturn, Uranus, and Neptune. For grades 5-8.

Oliver, Carl R.--Comp. *Plane Talk; Aviators' And Astronauts' Own Stories*. Published: 1980. Adult, Young Adult Short Level: J&S. RC 20408. Male Reader: Weil, Joe

A collection of vivid first-person accounts by the men and women who have made American Aviation History. Includes narratives By Orville Wright, Eddie Rickenbacker, Richard Byrd, and a quartet of astronauts. For high school and adult readers

Parker, Steve. *Galileo And The Universe.* Published: 1992. Juvenile Short Level: 3-6. RC 40117. Male Reader: Hoover, Butch.
Introduction to Galileo, an Italian of the sixteenth and seventeenth centuries who used his knowledge of astronomy, mathematics, and physics to question ideas that scientists had believed for hundreds of years. For Galileo, this was a dangerous thing to do. But he made some important and exciting discoveries that made him famous and that scientists still support today. For grades 3-6.

Ride, Sally. *With Susan Oakie To Space And Back* Published: 1986. Juvenile Short Level: 2-4. RC 26528. Female Reader: Buzzard, Madelyn.
Describes what it is like to travel in space aboard the space shuttle, where eating, sleeping, getting dressed, and other simple routines become complicated because of weightlessness. For grades 2-4 and older readers.

Ride, Sally and Tam O'Shaughnessy. *Voyager: An Adventure To The Edge Of The Solar System* Published: 1992. Juvenile Short Level: 3-6. RC40093. Female Reader: Buzzard, Madelyn.
The first American woman to fly in space describes the voyager space shuttle missions to Jupiter, Saturn, Uranus, and Neptune. Although the two spacecraft sent to explore these planets were unmanned, they were equipped to perform scientific experiments and to take pictures. Ride describes what the voyagers discovered about the planets and their moons. For grades 3-6.

Sagan, Carl and Ann Druyan. *Comet* Published: 1985. Adult, Young Adult Long. RC 23012. Male Reader: Butz, Bob.
Study of the ice-and-dust balls that are probably leftovers from the creation of the solar system. Discusses Halley's Comet and humanity's long-term relationship with comets. Bestseller 1985.

Schulz, Charles, edited By Hedda Nussbaum. *Charlie Brown's Second Super Book Of Questions And Answers* Published: 1977. Juvenile Short Level: 3-6. RC 14414. Male Reader: Stratton, John.
Scientific facts about plants, geology, weather, climate, astronomy, and space travel. For grades 3-6 and inquisitive adults.

Santrey, Laurence. *Discovering The Stars* Published: 1982. Juvenile Short Level: 2-4. RC 21336. Female Reader: Siegfreid-Giles, Patra.
A simple introduction to stars and their characteristics and the constellations to which they belong. For grades 2-4.

Sharpe, Mitchell R. *"It Is I, Sea Gull:" Valentina Tereshkova, First Woman In Space* Published: 1975. Adult, Young Adult Short. RC 13604. Female Reader: Bergen, Kay, Htb.
A realistic portrait of the world's first woman astronaut, from her childhood in Russia during World War II to her historic space flight and her marriage to a fellow cosmonaut. For high school and adult readers.

Simon, Seymour. *How To Be A Space Scientist In Your Own Home* Published: 1982. Young Adult Juvenile Short Level: 6-9. More Tbns. RC 31178. Female Reader: McDermott, Patricia.
A collection of 24 experiments, using easily available, inexpensive materials, which duplicate some principles and problems encountered in space flight. Grades 6-9.

Skurzynski, Gloria. *Almost The Real Thing* Published: 1991. Young Adult Juvenile Short Level: 5-8. RC 36320. Female Reader: Welch, Maggie.
In this introduction to high-tech simulation, the author explains how and why physical and computer simulations are used for pilot and astronaut training, air and auto safety tests, athletic training, environmental studies, and the testing of scientific theories. The author discusses the development of simulation from the Wright brothers' homemade wind tunnel to virtual reality. Grades 5-8 and older readers.

Vogt, Gregory. *Magellan And The Radar Mapping Of Venus* Published: 1992. Young Adult Juvenile Short Level: 5-8. RC 39734. Male Reader: Hoover, Butch.
The author describes Venus, earth's nearest neighbor after the Moon, and tells how an intimate knowledge of the planet was gained. In 1962 "Mariner 2", the first successful interplanetary spacecraft, flew past Venus, inaugurating a succession of many voyages to study the veiled planet. In 1990 "Magellan" began a long-term study focused on helping earth in the future. Grades 5-8 and older readers.

Worden, Col. Alfred M. *I Want To Know About A Flight To The Moon* Published: 1974. Juvenile Short Level: 3-6. RC 09167. Male Reader: Stratton, John.
A member of the Apollo 15 crew describes how he became an astronaut, the training he received, and his flight to the moon. For grades 3-6.

Zim, Herbert S. *The Universe* Juvenile Level: 4-7. Rc10090. Male Reader: Geoffrey Rommel.
Tells the history of the universe, from the ancient belief that the earth was the center of everything, to today's theory that the universe may be expanding constantly. For grades 4-7.

RECOMMENDED READING LIST
FOLKLORE & MYTH

Aulaire, Ingri Mortenson. *Book Of Greek Myths* Juvenile Short Level: 4-7. RC 10718. Male Reader: Palmer, David.
Humorous, earthy retellings of the adventures of the gods and goddesses of ancient Greece. For grades 4-7.

Baylor, Byrd. *Moon Song* Published: 1982. Juvenile Short. Azc01853. Female Reader: Johnston, Judy
Once, long ago, coyote was born on Pima land. Because his mother, the moon, had her work to do, she wrapped him in her magic and left him alone on the desert. Coyote tried to follow her, but she was always out of his reach. Even today, coyotes still cry out to the moon at night. K-3.

Baylor, Byrd. *The Way To Start A Day*. Published: 1978. Juvenile Short Level: K-3. Azc01363. Female Reader: Marshall, Virginia.
Descriptions of how people all over the world celebrate the sunrise and greet each new day. Grades K-3.

Belting, Natalia. *Whirlwind Is A Ghost Dancing*. Juvenile Level: 4-7. RC 09944. Male Reader: Stratton, John.
Vivid poetic images of North American Indian lore that portray the stars as nightbirds, the sun as a yellow-tipped porcupine, and icicles as walking sticks of the winter winds. Grades 4-7.

Birdseye, Tom. *A Song Of Stars*. Published: 1990. Juvenile Short Level: 2-4. RC 36786. Female Reader: Giannarelli, Laura.

In China the festival is called chi hsi or festival of the Milky Way. In Japan it is called tanabata, or weaving loom festival. Both celebrate the tale, here retold, of how the princess weaver and the herdsman, lovers banished to opposite sides of the milky way, reunited each year on the 7th day of the 7th month. Grades 2-4 and older readers.

Campbell, Camilla. *Star Mountain And Other Legends Of Mexico*. Published: 1968. Juvenile Short Level: 3-6. RC 08982. Male Reader: Atcher, Randy.
Short tales from Mexican history tell of pre-historic Indian tribes, the conquistadores, padres, animals, miracles, holidays, and customs. For grades 3-6.

Curry, Jane Louise. *Back In The Beforetime* Published: 1987. Juvenile Short Level: 3-6. RC 29166. Female Reader: Caruso, Barbara.
Twenty-two Indian tales from "Back To The Beforetime," when the world was new and the animal people lived, and man had no yet been created. Included are "How Old Man Above Created The World," "How Coyote Stole The Sun," and "The War Between Beasts and Birds." For grades 3-6 and older readers.

Dearmond, Dale. *The Boy Who Found The Light: Eskimo Folktales* Published: 1990. Juvenile Short Level: 3-6. RC 35352. Male Reader: Horton, John.
A collection of three Eskimo folktales. In the title story, "The Boy Who Found The Light," an orphaned boy cast out from his darkened village captures the sun and the moon for his people. Other tales are "The Doll" and "The Raven And The Marmot." For grades 3-6 and older readers.

Dee, Ruby. *Tower To Heaven* Published: 1991. Juvenile Short Level: K-3. RC40119. Female Reader: Stewart, Carole Jordan.
An African village is watched over by the great god of the sky, Onyankopon. An old woman named Yaa talks to the god for the rest of the village. Every day she talks to him all day long while she works. Onyankopon grows angry because Yaa hits him with her pestle when she grinds grain. Now the god is threatening to leave the village and go way up in the sky to get away from Yaa. For grades K-3.

Dewit, Dorothy. *The Talking Stone* Published: 1979. Juvenile Short Level: 5-8. RC 21804. Female Reader: Giannarelli, Laura.
A glimpse into the rich folklore of the Indians, these stories deal with tribal history and heroes, the much loved trickster figures, and the origins of various animals and celestrial bodies. Adew, such as "Little Burnt Face," an Algonquin cousin of Cinderella, show the influence of early settlers. For grades 5-8 and older readers

Dixon, Ann. *How Raven Brought Light To People* Published: 1992. Juvenile Short Level: K-3. RC 38202. Female Reader: Chappell, Andy.
A long time ago, the earth was new, and the people had no light. A great chief hid the sun, the moon, and the stars in three wooden boxes. Raven grew tired of the darkness and angry that the chief kept the light from Earth's people. This is a tale of how Raven tricks the chief out of the boxes, and gains black feathers in the process. Adapted from an Alaskan Tlingit Indian legend. For grades K-3 and older readers.

Esbensen, Barbara. *Just Ladder To The Sky*. Published: 1989. Juvenile Short Level: 4-7. RC 36513. Female Reader: Buzzard, Madelyn.
Long ago in the ojibway lands, there was no sickness or death. A magic vine connected the kingdom of the great spirit with earth. At the end of life, one was carried by a spirit up the vine. When an old woman distraught over the loss of her grandson climbs the forbidden vine, sickness and death come to earth, but so does knowledge of using plants for healing. Grades 4-7 and older readers.
Gates, Doris. *Two Queens Of Heaven: Aphrodite, Demeter*. Published: 1974. Juvenile Short. RC 15240. Female Reader: Cire, Barbara.

A retelling of the Greek myths in which the goddesses Aphrodite and Demeter play a major role. For grades 4-7.

Gerez, Toni. *De Louhi* Published: 1986. Juvenile Short Level: K-3. RC 28380. Female Reader: O'Neal, Mary.
While feeling mischievous one day, the old witch Louhi locks up the sun and moon in her storeroom in copper mountain, plunging the world into terrible darkness. Will Vainamoinen the knower and his friend Seppo the Smith be able to bring the sun and moon back to light the world? This tale is taken from Finnish national epic poem, the "Kalevala." Grades K-3.

Goble, Paul. *Lost Children* Published: 1993. Juvenile Short Level: K-3. RC 39165. Female Reader: Toren, Suzanne.
In this retelling of a Blackfoot Indian legend, six orphaned brothers are neglected by the people, teased by the children, and loved only by the camp dogs. They decide to leave for the above world, where sun man grows angry upon hearing of their neglect and punishes the people. Today the orphans shine in the sky as the pleiades stars, or "The Lost Children." Grades K-3 and older readers.

Green, Timothy. *The Mystery Of Navajo Moon* Published: 1991. Juvenile Short Level: K-3. Azc01787. Female Reader: Rudyk, June.
A young Navajo girl goes on a magical night ride upon silvery steed. Grades K-3.

Hamilton, Edith. *Mythology* Published: 1942. Adult, Young Adult Long. RC 20026. Female Reader: Toren, Suzanne.
Greek, Roman, and Norse myths retold, as nearly as possible, in the words of the poet or poets who told each story best. Considered a classic in its field, this retelling is appropriate for both casual readers and students.

Hodges, Margaret. *Buried Moon* Published: 1991. Juvenile Short Level: 2-4. RC35388. Male Reader: Horton, John.
The moon, curious about the evil creatures who live in the bogs and marshes, comes to earth as a beautiful woman to investigate for herself. As she walks through the forest she is entrapped by a tree. When a lost traveler needs her help, she lets down her hood to reveal her light and is buried in a dark pool by the forces of evil. Who will free her? The haunting retelling of an English folktale. For grades 2-4 and older reader.

Hong, Lily Toy. *How The Ox Star Fell From Heaven* Published: 1991. Juvenile Short Level: K-3. RC 36141. Male Reader: Stratton, John.
In the beginning oxen did not live on earth, nor were they beasts of burden. They enjoyed lives of leisure with the emperor of all the heavens. Life on earth was extremely hard, for there were no beasts to help the peasants sow and reap their food. When the ox star bungles a message from the emperor to the peasants, he is banished from heaven and becomes a blessing on earth. A Chinese folktale for grades K-3 and older readers.

Lewis, Richard. *All Of You Was Singing* Published:1991. Short RC 38002. Female Reader: McInerney, Susan.
In sparse, poetic language the author retells the Aztec myth of the earth's creation. And how the sky persuaded the wind to bring music to the earth. All ages.

Mayo, Gretchen W. *Earthmaker's Tales* Published: 1989. Young Adult Juvenile Short Level: 6-9. RC 33687. Male Reader: Palmer, David.

Seventeen tales from Native American folklore that seek to explain the origins of natural phenomena such as floods, volcanoes, storms, snow, winds, and fog. Grades 6-9 and older readers.

McDermott, Gerald. *Arrow To The Sun* Published: 1974. Juvenile Short Level: P-2 More Tbns. Azc01074. Female Reader: Skelton, Bette.
The lord of the sun sent a spark of life to earth, and it became a boy. Several years later he searched for his father until arrowmaker made an arrow of the boy and sent him to the sun. Caldecott award. Preschool - grade 2.

Mollel, Tololwa M. *Promise To The Sun* Published: 1992. Juvenile Short Level: K-3. RC 37642. Male Reader: Quinn, Bill.
Long, long ago there was a severe drought. The birds held a meeting and chose their distant cousin, the bat, to go in search of rain. The bat persuaded the sun to intervene with the promise that the birds would build the sun a nest. Grades K-3.

Monroe, Jean Guard. *They Dance In The Sky* Published: 1987. Juvenile Short Level: 4-7. RC 29175. Male Reader: Donley, Robert.
Humans have always been fascinated by the stars and spun entertaining tales about them. These legends from various American Indian tribes include "The Celestial Bear: Stories Of The Big Dipper," "Coyote Scatters The Stars: Myths from the Southwest," and Star Beings: tales from the Southeast." For grades 4-7 and older readers.

Rohmer, Harriet, and Mary Anchondo. *Skyworld Woman* Published: 1975. Adult Juvenile Short Level: 3-6 More Tbns. RC 17756. Male Reader: Blake, Edward And Wolf,N.
A short folk tale of the Philippines about a sky goddess with the courage to unite the people of the earthworld and the gods of the skyworld through her marriage to a human. In Spanish and English. For children and adult readers.

Switzer, Ellen. *Greek Myths* Published: 1988. Adult, Young Adult Level: J&S. RC 29502. Female Reader: Garnett, Gale.
Examines the sources of the myths and legends of ancient Greece and recounts the tales of gods, heroes, warriors, and lovers. For junior and senior high and older readers.

Thurber, James. *Many Moons*. Published: 1943. Juvenile Short Level: 3-6. RC 39639. Male Reader: Askey, Bob.
Princess Lenore, who is 10 going on 11, falls ill from eating too many raspberry tarts. When her father, the king, promises her anything that will make her well, Princess Lenore asks for the moon. For grades K-3. Caldecott medal. RrcdTb4446.

Traven, B. *The Creation Of The Sun And The Moon* Published: 1968. Juvenile Short Level: 3-6. Azc01577. Female Reader: Allen, Eadie.
A retelling of an ancient Mexican Indian legend about how the sun and the moon were created from bits of stars gathered by two brave warriors. Grades 3-6.

Vuong, Lynette Dyer, *Sky Legends Of Vietnam* Published: 1993. Juvenile Short Level: 4-7. RC 39151. Female Reader: Kane, Mary.
Vuong explains that stories of the sun, moon, and stars are found in the folklore throughout the world. Likewise, these six Vietnamese folktales explore the relationship between humankind and legendary heavenly beings and explain celestial phenomena. Includes "Why The Rooster Crows At Sunrise," "How The Moon Became Ivory," and "The Seven Weavers." Grades 4-7 and older readers.
Wright, Barton. *The Unchanging Hopi*. Published: 1975. Adult, Young Adult Short Azc00523. Female Reader: Wampler, Sharon.

Short articles about the Hopi legends of their genesis and emergence from the underworld; their ceremonies and the role of their supernatural deities, the kachinas, play in the well-being of the tribe.

ON THE FOLLOWING PAGES are reproductions of pertinent materials distributed at a workshop entitled: SERVING THE PHYSICALLY CHALLENGED.

Sheryl L. Stewart
Parent Information Network Specialist
Central Arizona
4410 W. Union Hills Drive, 7-110
Glendale, AZ 85308
582-1852 Pager: 519-5752 FAX: 582-9630

Workshop for Serving Patrons with
Physical Challenges and Other Disabilities

Tempe Public Library, November 15, 1994

SEVERE EMOTIONAL DISABILITIES AND BEHAVIORAL DISORDERS

An understanding of the cause probably won't be available to you.

Yet patience to deal with these youngsters comes from understanding their problems and their needs.

First, know that the parents are most likely as frustrated as you are when the child behaves inappropriately and won't respond to "normal" discipline. Parents are not always to blame when children exhibit severe emotional disabilities or behavioral disorders.

Second, it is not a primary function of schools to teach coping and strategy skills for the real world. School staff hand out consequences for inappropriate behavior, but often don't understand the source of the child's problem.

So, remember children who behave poorly in a library most likely behave poorly at home and at school. These children are identified early by families and school staff, but little is done to help them until the intermediate grades. These children are used to being in trouble and may be "immune" to typical discipline measures such as:

1. Asking the child to sit down or be quiet
2. Diverting the child's attention to something else
3. Repeating warnings about what will happen if a rule is broken.

It may help you to understand that they don't care if they break a rule. In fact, sometimes they break rules on purpose, just for the joy of it, because that's what they know how to do best.

Finally, what happens is that behavior management becomes a priority over academic learning. Soon the teacher is forced to focus on CONTROL, and not on teaching. After all, the child can't be allowed to disrupt the class or library and disturb the other children so that they cannot learn.

Suggestions for routine problem solving:

- Use a team approach to be proactive.
- Teams foster pooling of experience and expertise.
- Develop shared responsibility for successful interventions.
- Devise a plan and implement it to provide immediate assistance for staff when the need arises.

* * * * * *

IT HELPS TO KNOW

Parents and school staff alike have a rough time teaching these children social skills.

Understand these children do not have social skills. They don't usually recognize social cues. For example, they don't recognize a look of annoyance on someone's face and know that this person is about ready to explode. They often can't tell they're being obnoxious.

In our state cultural and language barriers further compound our difficulties in reading these children.

They dislike change, or any kind of transition.

Remember, these children are used to negatives.

Often, they become angry for no apparent reason.

If you say, "Use an inside voice, please. You're disturbing the others," it probably won't make an impact. It may be a waste of your breath and time.

Often these children want to be included in a group, or participate in story hour, but they go about it all wrong. They're boisterous and don't wait to be asked to join. Instead, they brag about how good they are, or do something to call negative attention to themselves.

These children are often suspended. They're used to not being allowed to go to school. Usually there is very little support for them through counseling.

They prefer structured environments.

They're easily distracted. What's a distraction:

- something hanging from the ceiling
- voices
- music
- noise - phones, copy machines, traffic, air conditioners
- movement
- decorations on the walls

* * * * * *

OH MY GOSH, WHAT SHOULD I DO?

What do you do with these challenging little people when they're yelling at the top of their lungs, or jumping up and down during story time, or throwing books, or picking fights?

Maintain eye contact as much as possible when speaking.

Speak in short sentences. Keep your voice even and soft.
They're used to yelling and grumpy voices.

Keep instructions very simple. Pause between sentences. Watch closely to see if the child is able to concentrate on what you're saying.

Don't ask, "Do you understand?" They'll usually say yes, because they think they do understand. A better way to check for understanding is to ask, "Can you tell that back to me in your own words?"

Use lots of visual cues when instructing. It is preferable to describe something fixed and colorful on a wall.

> "The books on dragons are under the big red balloon on the wall." (Point as you look at the balloon) rather than saying: "To find the books about dragons, turn left at the third row of books."

Ask the child to accompany you to find a book. Talk to the child on the way to the shelf.

Include these children in smaller groups rather than larger groups whenever possible.

Announce any changes in schedule, routine, or room assignments as much in advance as possible.

Assign the child a task to be of assistance to you whenever appropriate. "You look like a pretty smart kid to me. How would you like to help me take things off the bulletin board?"

Avoid touching. Sometimes the children are tactile defensive. They may perceive a touch as a threat.

Act cautiously when including these children in group games, or something similar to team sports, as these types of activities are usually overwhelming.

Ask the child if he or she needs a quiet, alone place to calm down.

Focus on the positive as much as possible. Instead of saying, "Please don't write in the books." Try saying, "I'm glad you're in the library today." (Try to look sincere!) Then ask what school the child attends. After developing a little rapport with the child, explain writing in books is like destroying property, not a good thing to do.

SUGGESTIONS ON SERVING THE DISABLED

From: Serving the Disabled
By: Keith C. Wright
Judith F. Davie

PEOPLE WITH DISABILITIES:

Do Not:

Assume they want information about disabilities.

Ignore the person with the disability and speak only to someone who is accompanying the disabled.

Assume disabled people will not be interested in sports, exercise, sex, or any other normal activity.

Do:

Find out what they want and help them get what they need in a format they can use.

Pay attention to the disabled individual; talk to them just as you would any library patron.

Allow the individual to state his or her interest and help the person to find the needed information.

PEOPLE USING A WHEELCHAIR:

Do Not:

Stand above the individual, constantly looking down on them.

Touch or offer to push the wheelchair without being asked.

Assume that all parts of the library are accessible.

Do:

Assume a position that will allow eye contact with the individual on the same level. Pull up a chair, sit down.

Remember, the chair is a part of the personal space of the individual. Use the same manners towards the person's chair, crutches or cane.

Know what parts of the library and its resources can be used by persons in wheelchairs and be ready to offer assistance by bringing materials or programs to the individual when necessary or requested.

AN OLDER PERSON

Do Not:

Assume they can see and hear as well as younger people.

Assume they will want large print items or enlarged materials.

Assume they have an interest in health and income issues.

Only allow for the normal amount of time when helping the person.

Do:

Allow for vision and hearing loss. Be prepared to speak up and to repeat words, if necessary.

Remember, an individual may not wish to admit they have a visual or hearing problem.

Let the individual tell you what he or she wants.

Allow for physical impairments which may cause the individual to take more time to move about, adjust to using a device, or carry out an activity.

HEARING IMPAIRMENT:

Do Not:

Assume every person with a hearing loss uses American Sign Language.

Speak in an exaggerated manner or much slower than usual so they can lip read.

Stand in a glare where your face cannot be seen or obstruct the view of your mouth.

Assume that you understand and are understood.

Do:

Approach the individual so he or she can see you. Ask if you can be of assistance.

Speak normally or a bit slower and be prepared to repeat that is said or write it on a piece of paper.

Keep hands, glasses, and other objects away from your mouth while talking. When in doubt about meaning, write it down.

VISUAL DISABILITY:

Do Not:

Assume that the individual knows his or her way around the library.

Imagine that the person can see the expression on your face.

Put your hand out to shake hands or touch the person without being asked to do so.

Touch or pet a seeing eye dog, even if the dog "begs" for attention.

Assume he or she will want to use your special reading machine for the blind or the talking book service.

Do:

Approach the individual so that you are facing him or her and ask if you can be of assistance.

Make sure your attitude can be heard in your voice. Put a smile, welcome, and helpfulness in your voice.

If the individual asks to be guided to a particular area, stand next to or slightly ahead of the person and ask him or her to take your arm.

Be aware of the dog and the requirement that room will need to be made for the dog in hallways, library stacks and at tables.

Find out what the individual wants. If a special machine seems appropriate, suggest it or any other special services.

Parent Information Network

Purpose of PALS (Parents Are Liaisons to Schools)

Active parent involvement with schools benefits student performance. Parent participation is needed for team decisions in special education meetings which makes it even more important for parents to be involved with their child's school. The best parent-school relationships are built on a foundation of mutual respect and trust.

Since parents are often considered as "consumers" of special education services, parent input is needed at the state level prior to finalizing the state special education plan. In 1988, in an effort to increase parent involvement in Arizona's schools, the Arizona Department of Education/Special Education Section (ADE/SES) formed a steering committee of parents called PALS. The goals for PALS include:

- providing ADE/SES with feedback on special education issues from parents in their district;
- providing assistance and support to other PALS members;
- updating local parents and special education directors regarding information ADE/SES provides, including legislation, funding, etc.;
- encouraging parents to become aware of the legislative process as an avenue of change;
- networking with their special education director following PALS meetings regarding PALS initiatives and action plans; and
- working with their local district to increase parent involvement at all levels.

How PALS Representatives Are Selected

The Arizona Department of Education/Special Education Section, identifies schools with on-going parent involvement and requests those districts to nominate parents willing to work with ADE/SES staff and regional Parent Information Network Specialists (PINS). The focus is to work toward increased parent involvement statewide. From the nominations received, PALS members are selected to represent parents of students in special education. To balance the representation, consideration is given to parents of various age students and disabilities, ethnicity and geographic region.

Role of PIN Specialists

PIN (Parent Information Network) Specialists were initially hired by the ADE/SES in March 1991, as part of a pilot project, to serve as liaisons between the PALS and parents from schools in their region, and the state. The pilot project later became an integral component of the Parent Information Network. Another role of the PIN Specialists is to provide parents with requested information on relevant special education issues. PINS are intended to be the "connection" between parents, the ADE/SES and districts, for relaying information on timely issues, training needs, etc. They are available as regional contacts for other parents by:

- providing general assistance to local parents and school administrators;
- exchanging information on ...
    - status reports for current legislation and proposed legislation
    - local or regional resources, services and other allied organizations; and
- assisting to establish or strengthen local parent support groups or special education advisory committees.

BEST COPY AVAILABLE

Parent Information Network

Arizona Department of Education

Special Education

Arizona Department of Education • C. Diane Bishop, Superintendent of Public Instruction • September 1994

Parent Information
Network (PIN) Specialists

Northern Arizona
Becky Raabe
P.O. Box 3004
Flagstaff, AZ 86003
602-526-2566

Central Arizona
Rita Kenison (interim)
ADE/SES
1535 W. Jefferson
Phoenix, AZ 85007
602-542-3852

Southern Arizona
Shirley Hilts-Scott
400 W. Congress, Ste. 241
Tucson, AZ 85701
602-749-3942

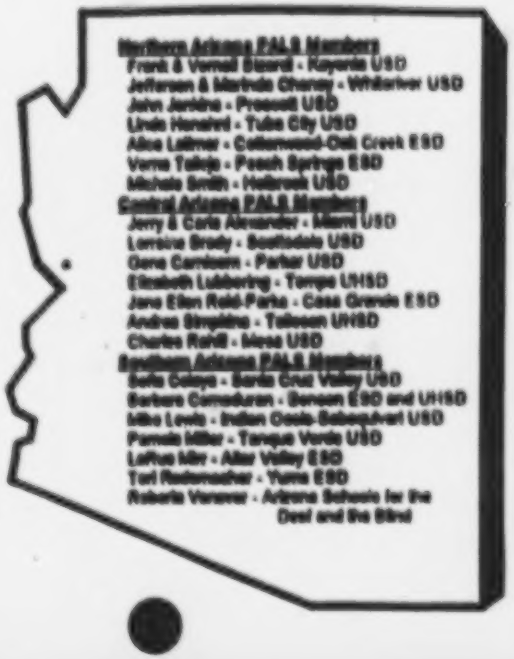
ADE/Special Education
Section Facilitators:

Rita Kenison, Coordinator
ADE/SES
1535 W. Jefferson
Phoenix, AZ 85007
602-542-3852
800-352-4558

Northern Arizona
Bill Makela
602-778-6717

Central Arizona
Rita Kenison
602-542-3852

Southern Arizona
Dick Dowell
602-628-6333



Northern Arizona PALS Members
Frank & Vernell Sizard - Kayenta USD
Jefferson & Marinda Chaney - Whiteriver USD
John Jenkins - Prescott USD
Linda Harvard - Tuba City USD
Alice Latimer - Cottonwood-Oak Creek ESD
Verna Talkie - Peach Springs ESD
Michele Smith - Holbrook USD

Central Arizona PALS Members
Jerry & Carla Alexander - Miami USD
Lorraine Brady - Scottsdale USD
Gene Carmean - Parker USD
Elizabeth Lubbering - Tempe UHSD
Jane Ellen Reid-Parks - Casa Grande ESD
Andrea Simpkins - Tolleson UHSD
Charles Rahill - Mesa USD

Southern Arizona PALS Members
Sofia Celaya - Santa Cruz Valley USD
Barbara Consedcuren - Benson ESD and UHSD
Mike Lewis - Indian Oasis-Baboquivari USD
Pamela Miller - Tanque Verde USD
LaRue Mir - Altar Valley ESD
Teri Rademacher - Yuma ESD
Roberta Veraever - Arizona Schools for the Deaf and the Blind

PARENT INFORMATION NETWORK (PIN)

The Parent Information Network was formed to promote positive parent/school partnerships statewide by:

- establishing a statewide information network of parents (PALS) to support and/or respond to state special education issues;
- providing technical assistance to parents;
- increasing public awareness regarding special education issues and parent/professional collaboration;
- collaborating with professional associations, parent organizations, and the Arizona Department of Education/Special Education Section; and
- assisting educators in discovering the benefits of collaborative parent/professional involvement.

<<>>

NETWORK CLEARINGHOUSE

The PIN Clearinghouse is a resource service of information available to parents, educators and support groups on topics such as:

- community resources
- disability awareness
- educational rights
- evaluation/testing
- ESY - extended school year
- IEPs - Individualized Education Program
- integration
- LRE - least restrictive environment
- mediation
- model programs
- parent support groups
- parent rights training
- conferences
- program options
- related services
- transition
- transportation
- vocational education
- vocational rehabilitation
- available resources

Resources may be requested from one of the Parent Information Network Specialists listed on the adjacent panel.

PIN Specialists are under contract to the Arizona Department of Education, Special Education Section. There are no fees for services rendered within Arizona.

BEST COPY AVAILABLE

Mainstreaming Special Needs Children in the Public Library

A Bibliography

Basu, S.G. *Public Library Services to Visually Disabled Children.* Jefferson, North Carolina: McFarland, 1991.

Dalton, Phyllis I. *Library Service to the Deaf and Hearing Impaired.* Phoenix, Arizona: Oryx Press, 1985.

Dolnick, Edward. *Deafness as Culture.* Atlantic Monthly. (September, 1993, pp. 37-53.)

High/Low Handbook: Encouraging Literacy in the 1990's, 3rd ed. New York: R.R. Bowker, 1990.

"Libraries Serving and Underserved Population: Deaf and Hearing-Impaired Patron", Library Trends (Summer 1992).

Richey, Cynthia K. *Programming for Serving Children with Special Needs.,* Chicago, ALA, 1993. (12pp).

Walling, Linda Lucas and Marilyn H. Karrenbrock. *Disabilities, Children, and Libraries: Mainstreaming Services in Public Libraries and School Library Media Centers,* Englewood, Colorado: Libraries Unlimited, 1993.

RESOURCES IN AREA LIBRARIES FOR THE PHYSICALLY CHALLENGED

	CHANDLER 786-2310	GILBERT 892-3141	GLENDALE* 435-4901 435-4801	MARICOPA COUNTY 605-4789	MESA* 644-2207	PHOENIX* 262-4766	SCOTTSDALE* 994-2476	TEMPE 350-5511	ASU	MARICOPA COMMUNITY COLLEGES*
LARGE PRINT	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES*
BOOKS ON TAPE	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES*
CLOSED CAPTION VIDEOS	NO	NO	YES	YES	NO	YES	YES	NO	YES	YES*
DESCRIBED VIDEOS	NO	NO	NO	YES	NO	YES	NO	NO	NO	NO
TDD PUBLIC USE	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
SCREEN ENLARGER,PAC	NO	NO	NO	YES	YES	YES	NO	YES	YES	NO
PAC VOICE SYNTHESIZER	NO	NO	NO	YES	YES	YES	NO	NO	YES	NO
KURZWEIL	NO	NO	YES	NO	NO	YES	NO	YES	YES	YES/GCC
BRAILLE	NO	NO	NO	NO	NO	YES	YES	YES	YES	NO
OPTILEC	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES/PVC

*CONTACT INDIVIDUAL LOCATION/BRANCHES FOR HOLDINGS

If you know of performers or resource people who are willing to work with libraries, please fill out a form and mail it to us.

If you have noted useful companies, materials and organizations for upcoming themes: **READERS OF THE ROUND TABLE** or **READ ARIZONA,** share it with the library community.

Mail your suggestions to:

Linda Caldwell McCleary
Department of Library, Archives & Public Library
Library Extension Division
1100 W. Washington
Phoenix, AZ 85007

RESOURCE PEOPLE

Contact Person:

Name:
Address:

Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performances:

Contact Person:

Name:
Address:

Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performances:

RESOURCE COMPANIES/ORGANIZATIONS

Company or Organization Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

Company or Organization Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

CATEGORIES FOR RESOURCE PEOPLE

ARTS & CRAFTS
AUTHORS
CARTOONISTS
CLOWNS
CREATIVE WRITING
DANCERS
DRAMA
FOLKLORIST
HEALTH
HISTORY
HOBBIES
ILLUSTRATORS
LECTURER
MAGICIANS
MUSEUMS
MUSICIANS
NATURE
PERSONAL IMPROVEMENT
POETRY READING/WORKSHOPS
PUPPETEERS
SAFETY
SCIENCE
SIGN LANGUAGE
SONG WRITER
STORY TELLERS
STUNT TEAM
VARIETY ACTS

RESOURCE PEOPLE
Listed by Category

ARTS & CRAFTS
Arboretum of Flagstaff
Doris Asano
Susan Corl

AUTHORS
Sarah E. Barchas
Vee F. Brown
Ken or Debby Buchanan
Lollie Butler
Dorothy Anderson Daniels
Judith Cole
Margaret K. Garaway
Timothy Green
Fatimah Halim
B. G. Hennessy
Heather Irbinskas
Kathryn Lance
Cynthia Lukas
Jan Mike
Joan Sandin
Murray Shaw
Mary Ruth Shropshire
Susan H. Steere
Jan Romero Stevens
Erik D. Stoops
Mariana Warner
Dorothy Hines Weaver
Fran Weissenberg
Diane Winslow

CARTOONISTS
Danny Handke
Steve Parker*
Stan Tang

CLOWNS
Aces Entertainment
DJ the Clown
Luv Clowns, Alice Stewart

CREATIVE WRITING
Ken or Debby Buchanan
Judith Cole
Kathryn Lance
Cynthia Lukas
Jan Mike
Joan Sandin
Gene Williams
Janet Winans*

DANCERS
Aloha Hoomalimali*
Berta Benally*
Folksteppers, Alice Stewart*
Phoenix Irish Step Dancers

DRAMA
Arizona Children's Theater Co., Rene L. Malmgren

FOLKLORIST
Keith Cunningham

HEALTH & SAFETY
American Heart Association,
Arizona Public Service (Carol Rosson*)
Terri Bowers
Coconino County Health Department
Coconino County Sheriff's Department*
Tom Marcellino
Dick Schick
Smokey The Bear, Woodsy the Owl

HISTORY
Arizona Historical Society, Pat Walton
Heard Museum
Society for Creative Anacronism*

HOBBIES
Flagstaff Sportscards
Ed Garver
Mohave County Cooperative Extension, Jerry Olson

ILLUSTRATORS
Steve Crompton
Brian G. Karas
Sylvia Long
Joan Sandin
Susan H. Steere
Stan Tang
Kay Wacker

LECTURER
Deanne Lewis RN, CMS
Erik D. Stoops

MAGICIANS
Kimberly Betz*
Paul W. Estes of The Magicians
Jolly Roger
Dale E. Miller, Society of American Magicians
Presto Magic Studio, Barry Schor
Dick Schick
Susan Seats
Michael Steele
Allan Wade*

MUSEUMS
Arizona Science Center
Heard Museum

MUSICIANS
Eleanor Hartz
Mary Hollan (Singer & Pianist)
Ken and Lynne Mikell
Music Performance Trust Funds; Phoenix Federation of Musicians
Tony Norris
Quintessence Chamber Ensemble
"Loca Rosa" a.k.a. Tish Dvorkin
Jamie Showers (Consultant)
Southwest Brass, Russ Plylar*
String Sounds, Susan Smith
John Williams

NATURE
Penny Allen*
Arboretum of Flagstaff
Bureau of Land Management, Elroy Masters
K.E. Conway*
Alicia and Larry Friberg*
Thomas M. Marcellino
Mohave County Cooperative Extension, Jerry Olson
Phoenix Zoo*
Smokey the Bear - Woodsy the Owl
Steve Prchal*
Erik Stoops

PERSONAL IMPROVEMENT
Pris Merlene

POETRY READING/WORKSHOPS
Mariana Warner

PUPPETEERS
Flutterbys Puppets, Clair Radich*
Great Arizona Puppet Theater, Nancy Smith*
Dick Schick
Phyllis Vogelsong

SCIENCE
Arizona Science Center
Starlight Planetarium Productions, Brian DeWelles

SIGN LANGUAGE
Elaine Smith*

SONG WRITERS
Lon Austin

STORY TELLERS
John Abbott
Dorothy Daniels Anderson
Sarah E. Barchas
Lynn Bevill
Karen Black
Tommie Brogan
Vee F. Brown
Lollie Butler
Judith Cole
K. E. Conway
Jill Detter
Don Doyle
Dreams Unlimited Story Telling Service, Diane Winslow
Pam Faro
Dennis R. Freeman
Harlynne Geisler
Timothy Green
Fatimah Abdul-Halim
Judy McKinley
Anne Lee
Thomas J. McMichael
Carol Merrill
Vi Meyer
Gloria Meyers
Ken Mikell
Judy Moreillon
Nita V. Norman
Tony Norris
Pat Oso
Sheila Pattison
Leticia Pizzino*
Linda Riell
David A. Riggs
Martin Juan Rivera, Sr.
Jeffrey Sadow
Mary Ruth Shropshire
Susan H. Steere
Story Peddlers
We're Storytellers, Russell Mann
Joyce A. Story
Rosie Stevens Witcher

STUNT TEAM
Pro-Impact Stunt Team, Lance Lyons

VARIETY ACTS
Accent Entertainment, Larry Chebowski
Aces Entertainment
Rich Howard Entertainment
John Nolander
Michael Steele
David Zacarte

Contact Person:
Name: John Abbott
Address: P.O. Box 187, Chino Valley, AZ 86323
Telephone: (520) 636-2025 **Fax:** (520) 241-1209

Description of Performance:
Professional storyteller, tells adventure and ghost tales and legends of the Old West. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage: $350/Schools. Other negotiable.

Travel Range: Arizona schools and libraries.

Past Performances:
Phoenix Pubic Library System; Scottsdale, Glendale and Mesa School Districts, museums, elder hostel and schools internationally.

Contact Person:
Name: Accent Entertainment, Larry Chebowski
Address: 2111 South Industrial Park Avenue, Suite #106, Tempe, AZ 85282-1923
Telephone: (602) 967-7676 **Fax**: (602) 902-0669

Description of Performance:
Entertainment service with a variety of acts, including catering and decorating.

Fee Plus Mileage:
Depends on entertainer.

Travel Range:
Arizona.

Past Performances: Various daycares, private birthdays, parades, fairs.

Contact Person:
Name: Aces Entertainment
Address: 3333 E. Indian School Rd., Suite. #1, Phoenix, AZ 85018
Telephone: (602) 956-5102 ext. 15 **Fax:** (602) 956-7208

Description of Performance:
Storytellers: Mother Goose, Mrs. Santa Claus, Clown Band Lynn "win" Roberts (instrumental and vocal act) ethnic bands, country western, etc.

Fee Plus Mileage:
Call for quotes.

Travel Range:
Anywhere in Arizona.

Past Performances:
Mesa Public Library, Scottsdale Public Library, Peoria Public Library, Chandler Public Library, Tempe Public Library.

Contact Person:
Name: Penny Allen
Address: 1053 E. Moon Vista, Apache Junction, AZ 85219
Telephone: (602) 982- 6376

Description of Performance:

Formerly of AZ C.U.B.S. - Central United Bear Society. Presents educational programs about black bears in southwest and northern Arizona. Information includes what to do when a bear is encountered when camping or hiking. Uses video program, "Bear Aware".

Fee Plus Mileage:

Free, mileage negotiable.

Travel Range:

Negotiable.

Past Performance:

Recreational Equipment Company (REI), schools, A.A.L.E.

Contact Person:

Name: Aloha Hoomalimali, Alice Stewart
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293 or Beverly Ibbs (602) 830-8124

Description of Performance:

Performs dances from Polynesian Islands, including Hawaii, Samoa, and Tahiti with appropriate costumes.

Fee Plus Mileage:

$100/45 minutes to 1 hour program.

Travel Range:

Metro Phoenix area; usually no mileage.

Past Performance:

Twin Knoll Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:

Name: American Heart Association, Kathy Norton (Western Region)
Address: P.O. Box 2434, Lake Havasu City, AZ 86405
Telephone: (520) 453-2616

Description of Performance:

Provides A.H.A. materials.

Fee Plus Mileage:

No program fee, contact for mileage.

Travel Range:

For information or your local A.H.A. for similar offerings for different age groups.

Past Performances:

Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City).

Contact Person:

Name: Dorothy Daniels Anderson
Address: 4311 East Clarendon, Phoenix, AZ 85018
Telephone: (602) 957-0462

Description of Performance:

Professional author/storyteller: Dresses in costume and tells stories about Arizona in the "Olden Days." Stories are researched and written by D. Anderson. She will also speak to children about how she writes and tell how to get published.

Fee Plus Mileage:

Between $100-$300 per hour depending on distance and size of audience. Negotiable.

Travel Range:

Depends on schedule and availability.

Past Performances:

Phoenix Public Library, Douglas Public Library, Glendale Community College Schools; clubs; banquets; conventions; Arizona State Library Association.

Contact Person:

Name: The Arboretum of Flagstaff, Steve Yoder, Education Director
Address: P.O. Box 670, Flagstaff, AZ 86002
Telephone: (520) 774-1442

Description of Performance:

Variety of programs and crafts relating to plants. Example: seed workshops.

Fee Plus Mileage:

Call for information.

Travel Range:

Northern Arizona.

Past Performances:

Flagstaff Public Library, Williams Public Library. Presented programs in Cottonwood, Show Low, Payson, Springerville and Gallup, NM.

Contact Person:

Name: Arizona Children's Theater Co., Rene L. Malmgren
Address: 2612 E. La Cienega Dr., Tucson, AZ 85716
Telephone: (520) 881-2101

Description of Performance:

Theater in the round; multicultural folk tales, myths, legends, and fairy tales.

Fee Plus Mileage:

$250 plus mileage and expenses.

Travel Range:

Arizona.

Past Performances:

Globe School District, Vail School District.

Contact Person:

Name: The Arizona Historical Society, Pat Walton
Address: 1300 N. College, Tempe, AZ 85281
Telephone: (602) 929-0292 ext. 137

Description of Performance:

Living History Outreach Program. Historical character comes in costume with appropriate props and gives a 30 to 45 minute presentation. Characters include a mountain man, conquistador, Jack Swilling, Henry Garfias, Martha Summerhays, Lt. Henry Flipper, El Vaquero, Pleasant Valley ranch wife, Tom Rynning, Sharlot Hall, Frances Willard Munds, Marshal Jack Allen.

Fee Plus Mileage:

$55 per presentation includes mileage. Outside 50 mile radius of Phoenix, contact for expenses-double fee for outside 50 miles.

Travel Range:

Arizona.

Past Performances:

Maricopa County Library System, Mesa Public Library, Chandler Public Library, Tempe Parks and Recreation.

Contact Person:

Name: Arizona Science Center
Address: 147 E. Adams, Phoenix, AZ 85004 Moving to a new building in early 1997.
Telephone: (602) 256-9518; same for fax.

Description of Performance:

Outreach programs: Call for availability.

1. Chemysteries - students become "chemystery" detectives. 50 students maximum.
2. Readily Cool Science - liquid nitrogen is used to teach the phases of matter. 50 students.
3. Space Explorer - Students step into space with the help of a portable planetarium and search the night sky for stars and planets. 35 students maximum.

Fee Plus Mileage:

One show $100, each additional show $75 each, plus mileage outside Phoenix.

Travel Range:

Arizona.

Past Performances:

Glendale Public Library, Phoenix Public Library System, Tempe Public Library, Mesa Public Library.

Contact Person:

Name: Arizona Public Service Company, Carol Rosson
Address: P.O. Box 53999, Station 8418, Phoenix, AZ 85072
Telephone: (602) 250-3418

Description of Performance:

Electrical safety for elementary age children. Free kits for 1st through 4th grade; interactive lecture and video for 5th grade.

Fee Plus Mileage:

Free within APS service territory.

Travel Range:

Within APS service territory.

Past Performance:
Public schools in Glendale, Phoenix, Wickenburg, Scottsdale, Avondale, Paradise Valley, Clarkdale, Jerome, Flagstaff, Globe, Miami.

Contact Person:
Name: Doris Asano
Address: 1201 W. Seldon Lane, Phoenix, AZ 85021
Telephone: (602) 997-0679

Description of Performance:
Origami.

Fee Plus Mileage:
Does not charge except for materials use. Mileage negotiable.

Travel Range:
Phoenix metro area.

Past Performance:
Dobson Ranch Library, Mesa Main Library, Arizona Museum for Youth, Phoenix Public Library.

Contact Person:
Name: Lon Austin
Address: 7361 W. Mescal, Peoria, AZ 85345
Telephone: (602) 979-8374

Description of Performance:
Songwriter, folksinger, and zen trained prevaricator. Could be talked into performing for all age groups. Lon and wife Sandra are also a resource for locating other valley area acoustic performers.

Fee Plus Mileage:
Negotiable.

Travel Range:
Phoenix Metro area.

Past Performance:
Sharlot Hall Museum Folk Festival, coffee houses, Peoria Public Library Folk Music series, campouts.

Contact Person:
Name: Barchas, Sarah E.
Address: P.O. Box 246, Sonoita, AZ 85637
Telephone: (520) 455-5769

Description of Performance:
Author/Storyteller. Bilingual and Multicultural Storytelling and Song, Love of Reading. Age level: Preschool, Intermediate.
Publications: *Pinata: Bilingual Songs for Children*, (cassette/book.) *Get Ready, Get Set, Sing!* (cassette/book), *I Was Walking Down the Road* (English/Spanish)
Todos, Listos, canten: canciones para ninos (cassette book) (cd book).

Fee Plus Mileage:
$200 for 2 sessions.

Travel Range:
Tucson, Sierra Vista, Patagonia, Nogales.

Past Performance:
Large number of performances and workshops.

Contact Person:
Name: Berta Benally
Address: 6680 Columbine Boulevard, Flagstaff, AZ 86004
Telephone: (520) 527-1041

Description of Performance:
Native American Dance.
Navajo Traditional and Intertribal Dance.
Native American storytelling - winter time.
Musical group - Black fire.
School Residencies.

Fee Plus Mileage:
Negotiable.

Travel Range:
International and U.S.

Past Performance:
(1994) Luther Burbank Center; Santa Rosa California; Mesa Libraries; World Soccer Finals; Festival Internationale (LA); Smithsonian Institute; Rome; Italy; Norway; East Germany; Ohio; California; Washington D.C. and many other places.

Contact Person:
Name: K. J. Illusion, Kimberly Betz
Address: 851 E. 6th Place, Mesa, AZ 85203
Telephone: (602) 833-4014
URL: http://www.indirect.com/www/kayne/kj.html

Description of Performance:
Kimberly is a college student, who does small shows of close up magic suitable for summer reading programs.

Fee Plus Mileage:
$50 for first 30 minutes, $75 for one hour.

Travel Range:
East Valley.

Past Performance:
Edison School.

Contact Person:
Name: Lynn Bevill
Address: 242 E. 4th Street, Tucson, AZ 85705
Telephone: (520) 882-8887 or e-mail bevill@azstarnet.com

Description of Performance:
Storytelling topics include Southwestern tall tales, stories of lost treasures, and campfire stories; programs adapted to age and audience. He is a children's school librarian.

Fee Plus Mileage:
Negotiable plus mileage and expenses.

Travel Range:
Arizona during the summer and Southern Arizona on weekends and evening during the school year.

Past Performances:
Tucson Public Schools and libraries, Flagstaff Public Schools and Public Libraries.

Contact Person:
Name: Karen Black
Address: 5209 N. Tigua Dr., Tucson, AZ 85704
Telephone: (520) 888-3926

Description of Performance:
Storyteller of farm life, Southwest tales, folk tales, ghost stories, and campfire stories for all ages.

Fee Plus Mileage:
Negotiable.

Travel Range:
Arizona.

Past Performances:
Iowa Storytelling Festival, libraries, Tohono Chul Park, Amphitheater District schools, and churches.

Contact Person:
Name: Tommie Brogan
Address: 2826 W. Lawrence Road, Phoenix, AZ 85017
Telephone: (602) 249-2467

Description of Performance:
Traditional story teller. Variety of programs from scary to multicultural to celebration of Earth. Programs are suitable for all ages over 4 years.

Fee Plus Mileage:
Libraries, $65; other settings negotiable; mileage to a maximum of $50.

Travel Range:
Arizona.

Past Performance:
Large number of Arizona Public Libraries and schools.

Contact Person:
Name: Author, Storyteller, Vee F. Brown
Address: P.O. Box 1085, Chinle, AZ 86503
Telephone: (520) 725-3388 or (520) 674-9493 (work)

Description of Performance:
Writing for children, Southwest literature, writing process. Publications: *Monster Slayer; Monseter Birds; MariaTall-Chief; Owl Book; NeonPow-Wow Anthology;* Age level: Preschool, Intermediate Juvenile. Mystery of white roses.

Fee Plus Mileage:
$250 - $350.

Travel Range:
Arizona/New Mexico.

Past Performance:
Society of Southwest Authors. Arizona Young Authors Conference.

Contact Person:
Name: Ken or Debby Buchanan
Address: 820 N. E. Haven Acres Road, Clatskanie Oregon 97016
P.O. Box 1389, Flagstaff, AZ 86002
Telephone: (520 728-4666) **E-mail**: rossanan@aone.com or
URL: http://www.erols/krossman/imagination/

Description of Performance:
Authors of *Lizards On the Wall* and two award winning Reading Rainbow Books: *This House is Made of Mud* and *It Rained On The Desert Today*. They do a series of programs throughout the day about imagination, writing and rewriting.

Fee Plus Mileage:
Negotiable.

Travel Range:
Anywhere.

Past Performances:
Tucson Public Library, Apache Junction Public Library, Mustang Branch of Scottsdale Public Library, veterans of over 100 performances in schools and libraries in Arizona, New York, Oregon, and Washington.

Contact Person:
Name: Bureau of Land Management, Elroy Masters
Address: 3189 Sweetwater Ave., Lake Havasu City, AZ 86406
Telephone: (520) 855-8017

Description of Performance:
Program which features information on snakes, snake safety, gila monsters, gila monster safety, and participants are allowed to view the rattlesnakes and gila monster in cages. For children 13 years and older the program will also include a desert wildlife slide presentation.

Fee Plus Mileage:
No program fee, contact for mileage.

Travel Range:
Contact for information.

Past Performances:
Mohave County Library District, Charles C. Royall Memorial Library, Lake Havasu City.

Contact Person:

Name: Lollie Butler
Address: 2046 E. 5th Street, Tucson, AZ 85719
Telephone: (520) 622-2046

Description of Performance:

Author/Storyteller. Topics: Dinosaurs, Animals, Native Americans.
Age Level: Preschool, Intermediate.
Publications: *The Magical World of Dinosaurs, The Magical World of Prehistoric Animals.* Articles in *Ladybug and Cricket.*

Fee Plus Mileage:

$175/class, $225/half day, $350/day plus travel.

Travel Range:

Arizona.

Past Performance:

Tanque Verde Schools, Tucson Public Library, Children museums.

Contact Person:

Name: Coconino Health Department
Address: 2500 N. Fort Valley Road, Flagstaff, AZ 86001
Telephone: (520) 779-5164

Description of Performance:

"Safety programs," contact Tom Weathers at extension 25; Health program including Jody Coyote and Sugar Witch, contact Jenny Garcia at extension 53.

Fee Plus Mileage:

Free.

Travel Range:

Coconino County.

Past Performances:

Elementary schools, preschools.

Contact Person:

Name: Coconino County Sheriff's Department, Val Paleski
Address: P.O. Box 39, Flagstaff, AZ 86002
Telephone: (520) 774-4523

Description of Performance:

Hug-A-Tree program. Teaches children what to do if they become lost in the woods; how to make themselves "big" for helicopters and searchers; and about survival kits.

Fee Plus Mileage:

Free.

Travel Range:

Coconino County.

Past Performance:

Flagstaff schools.

Contact Person:

Name: Judith Cole
Address: 8126 E. Sixth Street, Tucson, AZ 85710-2416
Telephone: (520)886-1410

Description of Performance:

Author of *The Moon, the Sun and the Coyote; Another Tortoise and a Different Hare*. .Reads from her books, talks to children about writing, audience participation. Age level: all.

Fee Plus Mileage:

$250.

Travel Range:

Tucson.

Past Performances:

Schools and libraries in the Tucson area including Wilmot Library, El Rio Library, and presenter at language and literacy conference at University of Arizona.

Contact Person:

Name: K. E. Conway
Address: P.O. Box 20706, Sedona, AZ 86341
Telephone: (520) 284-1074

Description of Performance:

Preschool and up presentation on whales and dolphins including story book, photo books, discussion and listening to sounds of whales and dolphins--also video tapes, if VCR is available. Arts and crafts.

Fee Plus Mileage:

Small fee and mileage negotiable.

Travel Range:

Arizona.

Past Performance:

Sedona Public Library preschool story time with whale story, discussion, cassette taped whale sounds and baleen whale feeding demonstration. Cottonwood Public, Black Canyon Public, and Camp Verde Public Libraries.

Contact Person:

Name: Susan Corl
Address: P.O. Box 898, Patagonia, AZ 85624
Telephone: (520) 394-2926

Description of Performance:

Children's workshop on paper making, bookbinding for children, dolls, mask making and other crafts, cartoons, animation, Ukrainian egg decorating, corn husk dolls, bead work, quilts.

Fee Plus Mileage:

Negotiable for workshop, plus mileage, plus expenses.

Travel Range:

Arizona.

Past Performances:
Patagonia Public Library, Nogales, and Rio Rico Libraries. Very Special Arts Festival, Mesquite Grove Gallery.

Contact Person:
Name: Steve Crompton
Address: 8584-A E. Indian School Road, Scottsdale, AZ 85251
Telephone: (602) 945-4965

Description of Performance:
How to workshops on Science Fiction/Fantasy Comic Book Illustrating techniques.

Fee Plus Mileage:
$50/hour.

Travel Range:
Metro Phoenix.

Past Performances:
Mesa Public Library, and Tempe Public Library.

Contact Person:
Name: Keith and Kathryn Cunningham
Address Northern Arizona Univ., P.O. Box 6032, Flagstaff, AZ 86011
Telephone: (520) 523-4420

Description of Performance:
Folklorist, who as an artist-in-residence locates, interviews and documents traditional artists with a community. Acts as a facilitator between the public and local artist. School/library cooperation desirable.

Fee Plus Mileage:
$120/day plus per diem.

Travel Range:
Arizona.

Past Performance:
Twelve Arizona public schools and Tempe Historical Society Museum.

Contact Person:
Name: Chautaqua, Jay Cravath
Address: 829 W. Rice, Tempe, AZ 85283
Telephone: (602) 829-6379

Description of Performance:
Performs musical instruments of Arizona pioneers. "Excellent".

Fee Plus Mileage:
$100

Past Performance:
Chandler Public Library.

Contact Person:

Name: DJ the Clown
Address: P.O. Box 5752, Mesa, AZ 85211
Telephone: (602) 437-8123

Description of Performance:

Balloon sculpting, pocket magic, magic shows, face painting, balloon bouquets, balloon decorating, mimes, Santa with a real beard, and more.

Fee Plus Mileage:

Varies according to performance. Programs starting at $75. Multiple hours, reduced rates. Mileage charged outside Phoenix metro area.

Travel Range:

Arizona.

Past Performances:

Glendale Public Library, Fort McDowell Library, Mesa Parks and Recreation, City of Tempe, City of Chandler, Douglas, Phoenix Parks & Recreation, Scottsdale Parks & Recreation, Dobson Ranch Public Library and many others.

Contact Person:

Name: Jill Detter
Address: 1022 East Keim Drive, Phoenix, AZ 85014
Telephone: (602) 274-8076 **E-mail**: Jdetter@nsl.lib.ei.

Description of Performance:

Storytelling: Folktales and Fairytales, Mother Goose Stories and Rhymes, Creative & Participation Drama, Stories from Around the World. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona.

Past Performances:

Phoenix Public Library (Central and Branches); Shumway Public School, Chandler; Madison School District.

Contact Person:

Name: Don Doyle
Address: 1903 E. Fairfield, Mesa, AZ 85203
Telephone: (602) 833-3013

Description of Performance:

Storyteller. Tells legends, folk traditions of the world cultures, Celtic stories, and personal experience stories.

Fee Plus Mileage:

$300/day for 45 minute program in Phoenix metro area; $300 plus mileage and expenses outside Phoenix metro area.

Travel Range:

Arizona.

Past Performances:
Phoenix Public Library, Mesa Public Library, Apache Junction Public Library, school libraries across the State, Arizona State Library Conference Fall '93.

Contact Person:
Name: Dreams Unlimited Story Telling Service, Diane Winslow
Address: 137 Mountain Morning Drive, Tucson, AZ 85704
Telephone: (520) 742-0662

Description of Performance:
Storytelling, evenings and weekends only.

Fee Plus Mileage:
$100/hour. Workshops $250, Out of Phoenix metro area, fee negotiable.

Travel Range:
Anywhere.

Past Performances:
Desert Winds Elementary School, Casa Grande School District, Tucson Unified School District, Marana School District, Catalina Foothills School District.

Contact Person:
Name: Education Department of Planned Parenthood, Diane Dudley
Address: 5651 N. 7th Street Phoenix, AZ 85014
Telephone: (602) 265-2495

Description of Performance:
National Family Sexuality Education Month Programs (October). Various programs in English and Spanish for parents and children. "Including Growing Up: What's Happening?" "How To Talk To Your Kids About Sex," and Teens and Sex in the '90's." Scheduled to do programs at various libraries throughout the year. Also have 3000 books on reproductive health care and have videos and other teaching aids available. Open to the public.

Fee Plus Mileage:
Free in October. $35/hour; negotiable.

Travel Range:
Maricopa County mostly but will travel to other areas.

Past Performances:
Presentations in valley area schools, clubs, and various organizations.

Contact Person:
Name: Paul W. Estes of The Magicians
Address: P.O. Box 66952, Phoenix, AZ 85082-6952
Telephone: (602) 257-4261

Description of Performance:
Magic show and/or lecture/demonstration of principles of deception and/or magic workshop.

Fee Plus Mileage:
$100

Travel Range:
Arizona.

Past Performances:
Scottsdale Public Library, Glendale Public Library, Tempe Public Library, Mesa Public Library, Nogales Public Library.

Contact Person:
Name: Pam Faro
Address: 310 1/2 Baseline Road, Lafayette, CO 80026
Telephone: (303) 665-2721 or (602) 508-9331
or c/o Mark Faro, 3521 E. Virginia Ave., Phoenix, AZ 85008

Description of Performance:
Multi-cultural tales, bilingual Spanish-English stories, animal stories with music, math stories (one word), storytelling workshops. Age level: Preschool, Intermediate, Juvenile, and grades 9-12 and adult.

Fee Plus Mileage:
$150

Travel Range:
Anywhere.

Past Performance:
Phoenix Public Library, Rocky Mt. Storytelling Festival, Kansas Storytelling Festival, Iowa Storytelling Festival, 1992 National Storytelling Festival in Tennessee.

Contact Person:
Name: Flagstaff Sportscards, Ed Garver
Address: 13 N. San Francisco, Flagstaff, AZ 86001
Telephone: (520) 779-6035

Description of Performance:
Speaks about the history and collection of baseball cards, and answers questions. Needs 3-4 weeks advanced notice.

Fee Plus Mileage:
Free.

Travel Range:
Arizona.

Past Performances:
Flagstaff Public Library, Youth Education guest speaker in Flagstaff.

Contact Person:
Name: Flutterbys Puppets, Clair Radich
Address: 4638 N. 22nd Avenue, Phoenix, AZ 85015
Telephone: (602) 246-4043

Description of Performance:
Presents wide variety of puppet shows for children, many with a holiday theme. Gives workshops for children or adults to make and use puppets.

Fee Plus Mileage:

$50 for 30 minutes, with longer programs and workshops, fee negotiable. Mileage if outside Phoenix metro area.

Travel Range:

Arizona.

Past Performance:

Glendale Public Library, Casa Grande Library, Patagonia Elem. School, Whittier School - and Phoenix.

Contact Person:

Name: Folksteppers, Alice Stewart
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293 or Beverly Ibbs, (602) 830-8124

Description of Performance:

Performs dances of all countries, "Trip Around the World," or will concentrate on one country. Performs Irish programs, Israeli Programs, Cinco de Mayo programs and Oktoberfest events.

Fee Plus Mileage:

$100 for 45 minute to 1 hour program.

Travel Range:

Metro Phoenix area, usually no mileage.

Past Performance:

Twin Knolls Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:

Name: Dennis R. Freeman
Address: P.O. Box 42036, Ste. 377, Phoenix 85080-2036
Telephone: (602) 465-7791 or Outside Phoenix Metro 800-653-1483

Description of Performance:

Storyteller. Topics include southwest legends; personal narrative and world folklore.

Fee Plus Mileage:

$350 - $650 plus travel if required for one to three same day performances. Will consider lower fees for libraries.

Travel Range:

Arizona, Colorado, New Mexico.

Past Performances:

Artist in Education, Artist in Arizona Towns for Arizona Commission on Arts, Museum of Northern Arizona, Eastern Arizona College, Arizona Western College, Maricopa Community Colleges, Mohave Community College, Desert Caballeros Western Museum.

Contact Person:

Name: Alicia and Larry Friberg
Address: 5501 W. Hazelwood, Phoenix, AZ 85031
Telephone: (602) 848-6691

Description of Performance:
Lecture and Exhibits of Reptiles, programs for tourists, mall shows, anything applicable to reptile education.

Fee Plus Mileage:
A donation to the Arizona Herpetological Association is appreciated.

Travel Range:
Metro Phoenix.

Past Performance:
Palo Verde Library, Mesa Public Library, Kyrene School, Tempe Children's World, Mesa and Chandler Public Library

Contact Person:
Name: Margaret K. Garaway
Address: 7887 N. La Cholla #2131, Tucson, AZ 85741-4357
Telephone: (520) 297-9026

Description of Performance:
Author. Writing workshops. Published: *The Old Hogan; Ashkii and His Bilingual Grandfather; Dezbah and the Dancing Tumbleweeds* and *The Teddy Bear Number Book: Los Numeros Con Ositis.* Age level: Preschool, Intermediate, Juvenile. (Spanish/English Audio hard and paper.)

Fee Plus Mileage:
$300 plus travel, lodging.

Travel Range:
Southwest.

Past Performance:
Schools throughout Arizona, U of A, S. E E K. Program.

Contact Person:
Name: Harlynne Geisler
Address: 5361 Javier Street, San Diego, CA 92117-3215
Telephone: (619) 569-9399
or c/o Ian & Nancy Farrar, 16229 S. 12th Place, Phoenix, AZ 85044
(602) 460-5254

Description of Performance:
Storyteller. Multicultural Folk Tales, Spooky Stories, Holiday Tales, Workshops for age 8 to adult on Folktales/Storytelling.
Published: *The Story Bag* (National Storytelling Newsletter), *Best of the Story Bag: 32 Articles and Stories from the Story Bag Newsletter.* Age level: Preschool, Intermediate.

Fee Plus Mileage:
Varies.

Travel Range:
Anywhere.

Past Performance:
Throughout the Western States.

Contact Person:

Name: Terri Bowers, State Farm Insurance
Address: 1665 W. Alameda Drive, Tempe, AZ 85289-0001
Telephone: (602) 784-3160

Description of Performance:

Lesson plans are sent to library, and props such as Good Neigh Bear costume, sent to local insurance agent. Various safety topics for preschool through 3rd grade children available: 911/0 emergency, pedestrian safety, traffic lights, poison safety, bike rodeos.

Fee Plus Mileage:

Free.

Travel Range:

Statewide.

Past Performance:

Family of Christ Preschool, Diamondback Elementary School in Bullhead City.

Contact Person:

Name: Great Arizona Puppet Theater, Nancy Smith
Address: P.O. Box 7001, Phoenix, AZ 85011
Telephone: (602) 277-1275

Description of Performance:

Extensive repertoire including fairytales; original shows; educational shows on environment, water conservation, Native American legends, endangered species. Puppet shows appropriate for preschoolers through adult and for both large and small audiences. Also performs Navajo and Chinese shadow stories.

Fee Plus Mileage:

$90-$400

Travel Range:

Travel throughout Arizona.

Past Performances:

The company performs thousands of performances each year at their theater and at libraries, schools, Churches, community centers, shopping centers, private homes, child care centers, the Desert Botanical Garden as well as the cities of Phoenix, Mesa, Chandler and Gilbert. Moving into a newly restored historic building Nov. 96.

Contact Person:

Name: Timothy Green
Address: P.O. Box 1966, Kaibeto, AZ 86053
Telephone: (520) 673-3254

Description of Performance:

The art and craft of creative writing/illustrating.

Published: *Mystery of Navajo Moon*, *Mystery of Coyote Canyon*, and *Twilight Boy*. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:

$500/day plus expenses.

Travel Range:

Arizona, Colorado, New Mexico.

Past Performance:
Artist in residence and artist educator throughout the midwest and southwest.

Contact Person:
Name: Lawrence Gregory
Address: 2350 S. Jones, Suite 850, Las Vegas, NV 90102
Telephone: (702) 477-9235

Description of Performance:
Magic Tricks/Illusions/Escapes.

Fee Plus Mileage:
$500 per show.

Travel Range:
Statewide.

Contact Person:
Name: Lori Berra Hadley, c/o Yavapai County Sheriff's Office
Address: 255 East Gurley Street, Prescott, AZ 86301
Telephone: (520) 771 - 3260

Description of Performance:
Child Safety Programs, Good Touch - Bad Touch, Stranger Danger. Can arrange for education on most any topic, can schedule deputies, K - 9 units etc, to visit groups.

Fee Plus Mileage:
None.

Travel Range:
Yavapai County ONLY - must have pre-approval from city police departments before presenting a program in city limits.

Past Performance:
County Schools, library groups, pre-schools, etc.

Contact Person:
Name: Fatimah Halim
Address: 4133 N. 15th Drive, Phoenix, AZ 85015
Telephone: (602) 230-0797

Description of Performance:
Author/Storyteller. Urban/Contemporary tales, Black History, Cultural Awareness, Self-Esteem, Kwanzaa. Her programs strive to foster harmonious relationships among groups. Published: *Reflections: Black Women in History. Kwaanza Workbook*. Age level: Preschool, Intermediate, high school, adult.

Fee Plus Mileage:
$300/hour.

Travel Range:
Arizona.

Past Performance:
Phoenix Public Library, Mesa Public Library, Cochise School, Herberger Theater, Phoenix Art Museum, Brazil, and Africa.

Contact Person:

Name: Sue Handke for Danny Handke
Address: 8307 N. 85th Place, Scottsdale, AZ 85258
Telephone: (602) 991-3131

Description of Performance:

A 13 year old student, teaches kids to draw familiar cartoon characters such as Tweedy Bird and Wyle E. Coyote. Also plays two games: 1) Create a Toon where the audience tells him where to place the lines and the finished product is one big character which is created from the kids own imagination and 2) "Name that Toon" where Danny draws familiar cartoon characters and the kids must guess the character before he finishes.

Fee Plus Mileage:

$25/45 minutes presentation plus mileage.

Travel Range:

Statewide.

Past Performances:

Taught cartooning at the Scottsdale Center for the Arts; Kids Camp at the Phoenician Resort; created logos for local businesses and his school; and has his own company called Fantast-a-Toons; Maricopa County Libraries; Page Public Library; Apache Junction Public Library; Showlow Public Library; and Phoenix Childrens Hospital.

Contact Person:

Name: Sue and Kyle Harris
Address: 1502 E. Sunnyside Drive
Telephone: (602) 943-8645

Description of Performance:

Music.

Past Performance:

Peoria Public Library.

Contact Person:

Name: Eleanor Hartz
Address: 13510 W. Countryside Dr., Sun City West, AZ 85375
Telephone: (602) 546-0351

Description of Performance:

Folk musician, guitar and vocal blues, ballads, and originals.

Fee Plus Mileage:

Negotiable.

Travel Range:

Phoenix Metro area.

Past Performance:

Glendale Public Library, Peoria Public Library, Back Door Coffee House, Fiddler's Dream Coffee House, and Phoenix Free Folk Festival.

Contact Person:

Name: Heard Museum, Education Services; Linda Pease, Gina Laczko
Address: 22 East Monte Vista Road, Phoenix, AZ 85004
Telephone: (602) 252-8840

Description of Performance:

Speakers Bureau consists of slide/lecture presentations on a variety of Southwestern Native American themes with hands-on artifacts. Also available are small traveling exhibits on rain, Hopi Kachina Dolls, and a folk artist from Guatemala. Display is free standing and requires low security and minimum space. A variety of educational activities and information are available on the Internet.

Fee Plus Mileage:

Free.

Travel Range:

Arizona.

Past Performances:

Provided an exhibit on *Rain as the Indians in the Southwest View It,* and included both an adult speakers program with slides and a children's program at the Gilbert Public Library, Heard Organization, and Apache Junction Public Library.

Contact Person:

Name: **B. G. Hennessy**
Address: 7837 N. 54th Street, Paradise Valley, AZ 85253
Telephone: (602) 948-5288

Description of Performance:

Author. Published *Jake Baked the Cake.* Age level: Preschool, Intermediate - Olympics!

Fee Plus Mileage:

Negotiable.

Travel Range:

Past Performance:

Arizona Reading Conference, Society of Children's Literature, Scottsdale Public Schools.

Contact Person:

Name: **Mary Hollan**
Address: 6505 W. Saguaro Drive, Glendale, AZ 85304
Telephone: (602) 412-1089

Description of Performance:

Variety of children's songs from the Disney Stage to Folk songs. Children are involved by singing and dancing with entertainer. Also, hardwood drum used by children to help with rhythm, also presents an ecology program for children of songs with musical activities where children learn about the environment.

Fee Plus Mileage:

Phoenix area ($150)
Outside Phoenix ($250)

Travel Range:

Flagstaff to Tucson.

Past Performance:

Mesa Public Library and Branches, Glendale Pubic Library, Sedona Public Library, Tucson Public Library Branches, Tempe Public Library, Maricopa County Library Branches.

Contact Person:
Name: Rich Howard Entertainment
Address: 3502 N. 81st Street, Scottsdale, AZ 85251
Telephone: (602) 945-9193

Description of Performance:
Fast-paced music, magic and juggling. Lots of interaction with children. He invents musical instruments. He demonstrates the process of taking creative ideas and putting them into action.

Fee Plus Mileage:
Minimum $100 per show plus mileage and expenses.

Travel Range:
Arizona.

Past Performances:
Tolleson Public Library, Scottsdale Public Library, Douglas Public Library, Scottsdale School District, and Page Public Library.

Contact Person:
Name: Heather Irbinskas
Address: 9415 E. Wrightstown Road, Tucson, AZ 85715
Telephone: (520) 298-2145

Description of Performance:
Author. Published: *How Jackrabbit got His Very Long Ears.*. Age level: Preschool.

Fee Plus Mileage:
Negotiable.

Travel Range:
Statewide.

Past Performance:
Walter Douglas, Laguna, Rio Rico Schools, Arizona Young Authors Conference.

Contact Person:
Name: Jolly Roger
Address: 6801 E. Mescal Street, Scottsdale, AZ 85254
Telephone: (602) 991-4292

Description of Performance:
Children's entertainer. Presents magic, illusions, and educational program including story tricks. Also has a program that consists of games and competition.

Fee Plus Mileage:
Negotiable.

Travel Range:
Anywhere.

Past Performance:
Maricopa County Libraries, Mustang Branch of Scottsdale Public Library, Apache Junction Public Library.

Contact Person:

Name: Brian G. Karas
Address: 4126 N. 34th Street, Phoenix, AZ 85018
Telephone: (602) 956-5666 **Fax:** (602) 955-1366

Description of Performance:

Author, Illustrator. Illustrating children's books. Age level: Preschool - grade 4; *Cinderelly, I know an old lady.*

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona's schools, libraries.

Contact Person:

Name: Kathryn Lance (pen name: Lynn Beach)
Address: 3272 N. Glen Creek Dr., Tucson, AZ 85712
Telephone: (520) 326-2555 **Fax:** (520) 326-2555

Description of Performance:

Author of *Phantom Valley Series* and hard cover book, *Going to See Grassy Ella*. Will make author visits. Talks about writing process, about plots, and interacts with children. Reads from her books. Age level: 4-6th grade.

Fee Plus Mileage:

$50/class or negotiable.

Travel Range:

Tucson area.

Past Performances:

Tucson schools including Brichta Elementary School, Tanque Verde Elementary School, Fort Lowell Elementary School, Manzanita Elementary School and Mansfield Junior High, and many others.

Contact Person:

Name: Anne Lee
Address: 7755 E. Edison
Telephone: (520) 751-1402

Description of Performance:

Storyteller of Multicultural Tales.

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona.

Past Performances:

Various public libraries, Vail schools, Tucson Unified School District schools, and Tohono Chul Park.

Contact Person:

Name: Deanne Lewis RN, CMS
Address: 650 Robinson Dr., Prescott, AZ 86301
Telephone: (520) 778-6473

Description of Performance:

"Historical Florence Nightingale" in costume, tells stories and answers questions about her life, her role in modern nursing, as a pioneer in statistics, setting new standards in military health, and challenging the traditional Victorian women's role. Appropriate for school age children and adults.

Fee Plus Mileage:

$75 - plus mileage.

Travel Range:

Arizona.

Past Performance:

Arizona Nurses Association State Convention, Chapter 5 AzNA, VA Medical Center Volunteers, Prescott Public Library.

Contact Person:

Name: Sylvia Long
Address: 8502 E. Welsh Trail, Scottsdale, AZ 85258-1412
Telephone: (602) 483-6181

Description of Performance:

Illustrator. Published: *Ten Little Rabbits. Fire Race; Alejandro's Gift; Liplap's Wish*. Age level: Preschool. Does artwork for libraries, T-shirts, posters, bookmarks, and postcards.

Fee Plus Mileage:

No fee.

Travel Range:

Past Performance:

Designed T-shirts and postcards for Phoenix library. Participated in a show of original illustrations of children's books which was held at the Phoenix Public Library.

Contact Person:

Name: Cynthia Lukas
Free Lance Writer
Address: 8001 E. Paraiso Drive Scottsdale, AZ 85255
Telephone: (602) 585-6180

Description of Performance:

Creative writing and how to get published by an author or teacher. Free lance writer of novels, keynote speaker at various programs for adults and youths, and teaches workshops in creative writing. Published Young Adult novel, Center Stage Summer for children ages 12- 14 years. Teaches writing at Paradise Valley Community College.

Fee Plus Mileage:

Standard fee for library program is $150 plus expenses, school appearance $200-300/day, educational conferences $250 and up or negotiable depending on circumstances.

Travel Range:

Throughout Arizona if travel expenses are paid.

Past Performances:

Taught at seminars and taught writing workshops for adults and young people. Most recently appeared in conjunction with Young Authors Week in elementary schools as a leader of workshops. Wrote stories that were published in newspapers and magazines, poetry, also published a novel.

Contact Person:

Name: Luv Clowns, Alice Stewart
Address: 8155 East Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293

Description of Performance:

Variety of programs including walk around magic tricks, face painting, toy balloon sculptures, puppets, ventriloquism, songs, dances, skits and audience participation.

Fee Plus Mileage:

$50/clown for 2 hour program.

Travel Range:

Metro Phoenix area, generally no mileage.

Past Performances:

East Mesa branch of Mesa Public Library, Chandler Public Library, Toddler's Inn, Junior Village.

Contact Person:

Name: Thomas M. Marcellino
Address: P.O. Box 4498, Apache Junction, Arizona 85278
Telephone: (602) 984-6017

Description of Performance:

Available for Desert Awareness/Rattlesnake Behavior presentations. President of the International Venomous Snake Society.

Fee Plus Mileage:

$50 per hour. Minimum (1) hour.

Travel Range:

Past Performance:

Apache Junction Public Library.

Contact Person:

Name: Judy McKinley
Address: 7437 W. Acoma, Peoria, AZ 85381
Telephone: (602) 979-4875

Description of Performance:

Storyteller. Programs include, "Many Peoples, Many Places," "Serious Laughter." Some Spanish and Sign as well as English.

Fee Plus Mileage:

$75/40 minutes plus 25¢/mile over 50 miles plus expenses (or meals and lodging provided).

Travel Range:

Arizona.

Past Performances:
Cochise County libraries, Peoria Public Library, Peoria School District, and Washington School District.

Contact Person:
Name: Thomas J. McMichael
Address: 227 W. Ninth Place, South Mesa, AZ 85201
Telephone: (602) 969-6482 **Fax:** (602) 732-9634

Description of Performance:
Storyteller. Arizona's Amazing Natural History (truth can be stranger than fiction), Indian Animal Stories, History of Arid Land Ecology, Animal survival.
Published: *Studies of Desert Bighorn and Feral Burro in Northwestern Arizona*. Age level: Intermediate, Juvenile.

Fee Plus Mileage:
$75/hour or $200/day +

Travel Range:
Arizona.

Past Performance:
Elder hostel and participated in Southwest Forum at Apache Junction.

Contact Person:
Name: Carol Merril
Address: 2210 N Mohave, Chino Valley, AZ 86323
Telephone: (520) 636-0982

Description of Performance:
Storytelling and traveling museum.

Fee Plus Mileage:
$50 plus transportation and lodging.

Travel Range:
Northern Arizona, Chino Valley AZ.

Past Performance:
Chino Valley Library.

Contact Person:
Name: Mesa Youth Placement Service, Pris Merlene
Address: 1025 N. Country Club Drive, Mesa, AZ 85201-3307
Telephone: (602) 649-2150

Description of Performance:
Involvement with the community is mostly the result of being a member of the Mesa Chamber of Commerce. On occasion we are asked by a church or civic group to do a presentation to youth in the community. We present workshops in the schools and public libraries upon request in the Mesa Public Schools area. Workshops we present are: job seeking skills, resume writing, babysitting workshops, self-esteem and mock interviews. Annually at the main library we coordinate a "Junior High Jitters" workshop for sixth graders and their parents. This workshop helps with the transition of youth from elementary to junior high school.

Fee Plus Mileage:

No charge.

Travel Range:

As a result of being funded by the City of Mesa, Department of Economic Security, Mesa Public Schools and the United Way we serve those youth who live within the Mesa Public school boundaries. Only on occasion do we serve other youth.

Past Performances:

Provide year round service to youths ages 12-19, service clubs, and community colleges.

Contact Person:

Name: Vi Meyer
Address: 6521 E. Shea Boulevard, Scottsdale, AZ 85254
Telephone: (602) 948-6508

Description of Performance:

Storyteller, stories about the environment and how to care for it. Arizona history, Renaissance (with costume), Poetry (with storytelling). Age level: Preschool, Intermediate Juvenile.

Fee Plus Mileage:

$35/class or $125/assembly, negotiable.

Travel Range:

Arizona, beyond Phoenix (mileage, lodging).

Past Performance:

Payson Schools, Casa Grande Schools, Phoenix Valley Schools, ASU West, Community Colleges.

Contact Person:

Name: Gloria Meyers
Address: 715 W. Congress, Tucson, AZ 85745
Telephone: (520) 884-7951

Description of Performance:

Storytelling for children and adults. Audience participation with songs, chants, movement and acting. Mostly African and African American stories.

Fee Plus Mileage:

$100 per 45 to 60 minutes session plus mileage and expenses outside Tucson metro area.

Travel Range:

Arizona.

Past Performances:

Mission Pubic Library, tutor/advisor for Tucson Unified School District African American studies.

Contact Person:

Name: Tom Middlebrook
Address: 1387 Meadow Lane, Cottonwood, AZ 86326
Telephone: (520) 634-3858

Description of Performance:
Demonstrates and teaches art and cartooning. Age level should be school age and up.

Fee Plus Mileage:
Negotiable.

Travel Range:
Verde Valley.

Past Performance:
Cottonwood Public Library Summer Reading Program, Mingus Union High School, Marshall School in Flagstaff, Summer Enrichment Program at NAU.

Contact Person:
Name: **Jan Mike**
Address: 1118 S. Mann Avenue, Tucson, AZ 85710
Telephone: (520) 790-0732

Description of Performance:
Author of 25 books: *Desert Seasons, Gift of the Nile, Opossum and the Great Firemaker* and cut and color paper doll books about Indians tribes of Arizona. Writing workshops, children to adult.

Fee Plus Mileage:
Negotiable plus mileage and expenses.

Travel Range:
Arizona.

Past Performances:
Tucson schools, Phoenix Public Library, Panelist Southwest Authors' Conference, and Society of Children's Books and Illustrators.

Contact Person:
Name: **Ken and Lynne Mikell**
Address: 1285 Meadow Lane, Cottonwood, AZ 86326
Telephone: (520) 634-6464

Description of Performance:
Story singer, folkteller. Performs Western poetry, folklore, and music; Irish poetry folklore and music; Christmas and holiday programs; Dust bowl ballads, regular entertainer on the Arizona Central Railroad.

Fee Plus Mileage:
$200, expenses negotiated.

Travel Range:
Have guitar, will travel Arizona.

Past Performances:
Coconino Center for Arts, Desert Botanical Gardens, Prescott Folk Festival, Arizona Storytellers Conference, Arizona Cowboy Poetry Gathering, performed for Phoenix Boys Choir, presenter at Yavapai Community College and NAU Elder hostels.

Contact Person:

Name: **Dale E. Miller-Society of American Magicians**
Address: 2348 Tee Dr., Lake Havasu City, AZ 86406
Telephone: (520) 453-1309

Description of Performance:

Magic show geared towards children.

Fee plus Mileage:

No program fee - contact for mileage.

Travel Range:

Northwest Arizona - contact for information.

Past Performances:

Charles C. Royall Memorial Library (Lake Havasu City).

Contact Person:

Name: **LeRoy H. Mindrup - Beekeeper in Phoenix**
Beekeeper in Black Canyon City - Victor Kaur
Address: 5609 W. Hazelwood, Phoenix, AZ 85031
Telephone: (602) 846-0360

Description of Performance:

Educational program for all ages includes video, poster size photographs, "hands on" with beekeeper equipment, and answer and question period.

Fee Plus Mileage:

Contact for information.

Travel Range:

Phoenix Metro area.

Past Performance:

Been interested in bees most of life and kept bees in eight different states and three foreign countries.

Contact Person:

Name: **Mohave County Cooperative Extension**
Address: 101 E. Beale St., Kingman, AZ 86401
Telephone: (520) 753-3788

Description of Performance:

Contact the following people for program information: Jerry Olson, 4-H; Robin Grumbles, agriculture; Lynne Durrant, family and consumer education.

Fee Plus Mileage:

No program fee, contact for mileage.

Travel Range:

Mohave County.

Past Performances:

Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City), and various other libraries and schools throughout Mohave County.

Contact Person:

Name: Judi Moreillon
Address: 9221 E. Moenkopi Trail, Tucson, AZ 85749
Telephone: (520) 749-8359 **E-Mail:** JLMore@AOL.COM

Description of Performance:

Arizona tales and multicultural folktales. Standard program, 45 minutes. Can speak to an entire school over the course of a day.

Fee Plus Mileage:

$50-$250/day (mileage included).

Travel Range:

Tucson area.

Past Performances:

Tucson Unified School District, Tucson Public Library

Contact Person:

Name: Music Performance Trust Funds; Phoenix Federation of Musicians, Madelyn Roberts, Administrator
Address: 1202 E. Oak St., Phoenix, AZ 85006
Telephone: (602) 254-8838

Partially subsidizes any public performance statewide including libraries, schools, and parks. Will refer to area musicians. Hours: Monday and Thursday 1-4 p.m.

Contact Person:

Name: John Nolander
Address: 2948 Quail Run Dr., Sierra Vista, AZ 85635
Telephone: (520) 459-8339

Description of Performance:

Rollicking library programs for children using ventriloquism, magic, comedy and audience participation. The program emphasize the promotion of reading and use of libraries. All props and equipment are provided.

Fee Plus Mileage:

Program length, content and fees negotiable based on performance and library needs. Travel fees negotiable.

Travel Range:

Will travel as far north as Phoenix.

Past Performances:

Sierra Vista Public Library, Copper Queen Library, Nogales Library, Tubac Library, Rio Rico Library, Benson Library, Douglas Library, Sierra Vista elementary schools, Willcox schools, Gaslight Theatre in Tucson, Society of American Magicians-Stars of Magic 1995, Center for Substance Abuse-Vecinos Border Project.

Contact Person:

Name: Nita Norman
Address: 1513 W. Culver, Phoenix, AZ 85007
Telephone: (602) 271-9216

Description of Performance:
Storyteller. Multicultural stories. English/Spanish, English/Filipino. Storytelling Workshops. Age level: Preschool, Intermediate, Juvenile

Fee Plus Mileage:
$75 (negotiable) + mileage if over 20 miles.

Travel Range:
Arizona.

Past Performance:
Elementary schools and libraries throughout the state including Tucson, Phoenix, and Flagstaff.

Contact Person:
Name: Tony Norris
Address: 9475 Doney Park Lane, Flagstaff AZ 86004
Telephone: (520) 526-6684

Description of Performance:
Storyteller. Programs for children and adults that utilize song, story and poetry. Subjects include Arizona history and characters, cowboy stories, songs and poetry, folk tales and personal stories.

Fee Plus Mileage:
$100-$175 single concert appearance. Additional performances or workshops negotiable.

Travel Range:
Arizona.

Past Performances:
Sharlot Hall Folk Festival; Encanto Park Folk Festival; National Cowboy Poetry Gathering, Elko, Nevada; various Arizona school systems.

Contact Person:
Name: Grace O'Dair
Address: 1125 Shullenbarger Dr., Flagstaff, AZ 86001 (Grace O'Dair)
Telephone: (520) 774-4187 (Grace O'Dair), (602) 773-8356 (Rico Moreno)

Description of Performance:
Stories for all ages, some with musical accompaniment, participation stories, workshops for peer counseling groups and teachers.

Fee Plus Mileage:
Negotiable.

Travel Range:
Northern Arizona.

Past Performances:
Coconino Center for the Arts, state conferences, elementary and high schools and libraries in Utah, Idaho, and AZ.

Contact Person:

Name: Remi Ogunsile
Address: 8629 W. Encanto Blvd. Phoenix, AZ 85037
Telephone: (602) 907-2744

Description of Performance:
Traditional African Story Telling: Animals/Domestic/Morals.

Fee Plus Mileage:
$150 plus Lodging and Transportation.

Travel Range:
Arizona.

Past Performances:
Flagstaff Middle School, Phoenix Public Library.

Contact Person:

Name: Pat Oso
Address: 1215 W. 1st Place, Mesa, AZ 85201
Telephone: (602) 890-0792

Description of Performance:
Storytelling and workshops in storytelling techniques; multicultural folktales;Tall Tales; myths and legends; morality stories/values lessons; interactive stories.

Fee Plus Mileage:
Negotiable - will work with budgets.

Travel Range:
Throughout Arizona. Possibly out of state.

Past Performance:
Villa Montessori School, Arizona Childcare Association; Oasis Intergenerational Tutors, National Montessori Conference, many schools, teachers conference, parent groups, fund raisers, Mill Avenue Art Festival, and Artist in Residence Programs.

Contact Person:

Name: Steve Parker
Address: 18317 E. Riverway Rd, Green Acres, Washington 99016
Telephone: (800) 771-4441

Description of Performance:
Cartooning workshops for children.

Fee Plus Mileage:
$185 first hour. More than one group, $150.

Travel Range:
Will travel to Arizona if group of libraries can arrange multi-programs.

Past Performance:
Scottsdale Public Library, Mesa Public Library.

Contact Person:

Name: Sheila Pattison
Address: 9020 E. Saddleback Dr., Tucson, AZ 85749
Telephone: (520) 749-4375

Description of Performance

Storyteller of ghost stories, Irish stories, and campfire stories for preschool through adult.

Fee Plus Mileage

Negotiable plus mileage and expenses.

Travel Range:

Southern Arizona.

Past Performance:

Tucson Public Library, schools, and conferences.

Contact Person:

Name: Phoenix Irish Step Dancers, Sharon Judd
Address: 15 South 20th Avenue, Phoenix, AZ 85009
Telephone: (602) 253-1978

Description of Performance:

Perform all varieties of traditional Irish dance: Ceili, solo figure dances

Fee Plus Mileage:

$ 250.

Past Performance:

Chandler Public Library.

Contact Person:

Name: Leticia Pizzino, Storyteller
Address: P.O. Box 689, West Jordan, UT 84084-0689
Telephone: 1-800-669-7533 (brochure, reviews, and references sent upon request)

Description of Performance:

Leticia will present a special storytelling program to coincide with the 1997 summer reading program "Book a Trip to the Stars" during her July 1997 visit. She'll return in December 1997 to present her holiday storytelling program, featuring traditions from around the world. Being a professionally-trained singer/musician, she enhances her storytelling with songs and music. Leticia offers a variety of programs, all described in her brochure. Her vast repertoire gives her stories for any occasion or age.

Fee Plus Mileage:

$60 for a 45-minute program plus a nominal travel expense.

Travel Range:

Leticia is willing to travel throughout the state. She will schedule programs during her annual July and December visits to Arizona. She will also make a special storytelling trip to Arizona if a cooperative effort is made among libraries for the purpose of scheduling a number of performances within the same time period.

Past Performance:

In July 1996 she performed at 11 libraries, with additional libraries scheduled in December. In 1995 Leticia performed at 25 libraries. She has also performed at numerous schools and bookstores during each of her visits. She travels regularly and has also toured

Wisconsin, California, Nevada, Oregon, Washington, Idaho, and Utah. In addition, Leticia has performed at the Utah State Fair and the annual Timpanogos Storytelling Festival (One of the premier storytelling events in the nation).

Contact Person:

Name: Steve Prchal, Sonoran Arthropod Studies
Address: P.O. Box 5624, Tucson, AZ 85703
Telephone: (520) 883-3945 **Fax :** (520) 883-2578

Description of Performance:

Educational programs focusing on insects, arachnids and other arthropods. Programs utilize models, graphics and living arthropods.

Fee Plus Mileage:

$100 per day plus mileage; 30¢ per mile.

Travel Range:

Southern Arizona, including Phoenix area.

Past Performance:

Tucson area: local school districts, day care centers, after school programs, summer day camps; Nogales Library; Sierra Vista.

Contact Person:

Name: Presto Magic Studio, Barry Schor
Address: 1550 E. University, Suite R, Mesa, AZ 85203
Telephone: (602) 464-4518

Description of Performance:

Professional magician specializing in family entertainment. Teaches magic to school age children ages 6-12 years in **one time two hour class.** Performs at parties, banquets, fund raisers, Bar Mitzvahs, conventions. Presto Magic is also a full service magic store.

Fee Plus Mileage:

Cost per student $4.00 (for classes). Library programs negotiable.

Travel Range:

Arizona.

Past Performances:

Glendale Community College, Washington School District, Apache Junction Public Library, Chandler Public Library, Scottsdale Public Library, Jewish Community Center, Mesa Public Library

Contact Person:

Name: Pro-Impact Stunt Team, Lance Lyons
Address: 917 West Laguna Drive, Tempe, AZ 85282
Telephone: (602) 858-0211

Description of Performance:

Bicycle-Skateboard-Rollerblade demonstration. Needs parking lot or basketball court sized area. The "Thrill Speakers" gain audience attention then speak on drugs resistance, goal setting, and staying in school.

Fee Plus Mileage:

$550, $650. There are several show packages. Price depends on number of people performing, number of ramps used.

Travel Range:

Arizona, traveling expenses outside Phoenix Metropolitan area.

Past Performances:

Over 100 school assemblies and entertainment.

Contact Person:

Name: Quintessence Chamber Ensemble, Jill Marderness
Address: P.O. Box 56642, Phoenix, AZ 85079
Telephone: (602) 483-9430

Description of Performance:

Woodwind quintet performs for children. Program include "Let Us Show You," "Just Imagine," "Take Me to the Zoo." Integrates music with science, math and art. Demonstrates instruments.

Fee Plus Mileage:

Available upon request.

Travel Range:

Arizona.

Past Performance:

Kerr Cultural Center, various public schools.

Contact Person:

Name: Lynda Riell
Address: 638 S. Camino Seco, Tucson, AZ 85710
Telephone: (520) 298-5064

Description of Performance:

Storyteller. Tells folktales from Europe, and Southwest Indian legends. Specializes in fabric arts, loom and other crafts.

Fee Plus Mileage:

Fee varies with group, plus mileage and expenses.

Travel Range:

Arizona during summer, Pima County during school year.

Past Performances:

Craft and period stories at Old Pueblo Museum, Tucson; Native American presentation at Bear Canyon Library.

Contact Person:

Name: David A. Riggs
Address: 4602 E. Paradise Village Parkway North #A204, Phoenix, AZ 85032
Telephone: (602) 996-6715

Description of Performance:

Storyteller. British, Irish, International Folktales, Fairy tales, and Legends. Age level: All levels.

Fee Plus Mileage:
$75/30 minutes.

Travel Range:
Arizona (Beyond Phoenix travel + lodging expenses).

Past Performance:
Sunrise Middle School, North Ranch Elementary, Mesa S.W. Museum, Gilbert Public, Mesa AZ Renaissance Festival.

Contact Person:
Name: Martin Juan Rivera, Sr.
Address: 1226 S. Bristol, Tucson, AZ 85713
Telephone: (520) 544-4533

Description of Performance:
Bilingual Storyteller. Tells stories from the Southwest, Native American tales, and scary stories. Spanish/English. Age level: All ages.

Fee Plus Mileage:
$75/hour plus mileage and expenses outside of Tucson.

Travel Range:
Arizona.

Past Perrormances:
Tolleson Public Library, Littleton School District, Liberty School District, Nogales Public Library, Cochise County Public Library, Gilbert School District, Tucson Unified School District #1, Tucson-Pima Library, Sunnyside School District #12. Rio Colorado Primary School in San Luis, Sommerton School in Sommerton, Albuquerque Story Fiesta and Silver City N. M. Public Library.

Contact Person:
Name: "Loca Rosa" a.k.a. Tish Dvorkin
Address: 8043 East Irwin Avenue, Mesa AZ 85208
Telephone: (602) 986-6016

Description of Performance:
"Loca Roca" appears in costume, plays guitar, lute and balalaika and frame drums. Perform Russian/Jewish/folksongs and stories.

Fee Plus Mileage:
Inside greater Phoenix area (50 mile radius) fees range from $100 to $400+. Outside greater Phoenix area fee negotiable with mileage 30¢ per mile less first 50 miles each round trip; food/lodging, $60 per day.

Travel Range:
Anywhere.

Past Performances:
East Mesa Branch of Mesa Public Library, Renaissance Festival, Scottsdale Arts Festival, Gilbert Public Library, AZ Commission of the Arts, Roster Artist 1993 - 1998.

Contact Person:

Name: Jeffrey Sadow
Address: 8413 E. Wilshire Dr., Scottsdale, AZ 85257
Telephone: (602) 990-8605

Description of Performance:

Multi-ethnic storytelling with music and instruments. Flexible and will adapt to needs of libraries.

Fee Plus Mileage:

Negotiable.

Travel Range:

Loves to travel Arizona.

Past Performances:

Glendale Public Library, Scottsdale Public Library, Arizona Library Association, Sierra Vista Public Library, Apache Junction Public Library, Prescott Public Library, East Flagstaff Community Library, Sedona Public Library, Forest Lakes Public Library, Pine Public Library, Bagdad Public Library and Mayer Public Library.

Contact Person:

Name: Joan Sandin
Address: 2340 E. 4th St., Tucson, AZ 85719
Telephone: (520) 881-4481

Description of Performance:

Author/Illustrator of *Danny and Snowshoe Thompson; The Long Way* series about a Swedish family's immigration; *Small Wolf; Pioneer Bear;* illustrated the *I Can Read* series. Translated the Linnea books from Swedish to English. Prefers small groups. Workshop type presentation: Traces a book from idea to finished product, showing original sketches and illustrations. Audience participation. Author/Illustrator of *Pioneer Bear* illustrated a reissue of Nathaniel Benchley's *Small Woof* and *A Bear for Miguel*. Age level: Preschool, Intermediate.

Fee Plus Mileage:

$400/day plus mileage.

Travel Range:

Arizona.

Past Performances:

Schools, teacher's and librarian's conferences, speaker at Arizona State Library Association and the International Reading Association Regional Conference.

Contact Person:

Name: Dick Schick
Address: 1869 North Ellis, Chandler, AZ 85224-7810
Telephone: (602) 838-1608, (W) (602) 838-4043

Description of Performance:

Marionette show and magic show. Uses an anti-drug theme. Marionettes do tricks (Vaudeville). Lots of audience participation.

Fee Plus Mileage:

$200 1st show, price is adjusted for additional shows.

Travel Range:
Arizona.

Past Performances:
Chandler Public Library, Phoenix Public Library, Tempe Public Library, Gilbert Public Library, major fairs in State.

Contact Person:
Name: Mimi Schlicht
Address: 1414 W. Keats, Mesa, AZ 85202
Telephone: (602) 730-1230

Description of Performance
American Red Cross Certified Baby-sitting Courses, teaches water, fire and personal safety; baby-sitting responsibilities and child care. Class is 6 hours and maximum attendance is 15.

Fee Plus Mileage:
$15.00 per hour, Negotiable.

Travel Range:
Phoenix Metropolitan Area, Scottsdale, Mesa.

Past Performances:
She has given this same class for Scottsdale Parks & Recreation, Mesa Parks & Recreation, Mesa Public Schools, Dobson Ranch Association, Girls Scouts, Bethany Community Church, and various other organizations.

Contact Person:
Name: Susan Seats
Address: 4554 E. Paradise Village Parkway North, Apt. 168 Phoenix, AZ 85032
Telephone: (602) 996-4363

Description of Performance:
Performs as well as teaches magic tricks.

Fee Plus Mileage:
Charge $65 mileage; $10 for supplies, mileage charged for show 15 miles or more.

Travel Range:
Maricopa County.

Past Performances:
Has done volunteer shows at schools and nursing homes; taught coping skills at schools; and performed on the Jerry Lewis MDA, Illinois Chapter telethon in 1987. State and National Convention.

Contact Person:
Name: Murray Shaw
Address: 3601 North 5th Avenue, #106, Phoenix, AZ 85013
Telephone: (602) 264-5261

Description of Performance:
Author of condensed Sherlock Holmes stories for children. Presents humorous Holmes to children 9 years and older (3rd - 6th grade). Will present book talks. Published *Match Wits With Sherlock Holmes*. Age level: Intermediate.

Fee Plus Mileage:
$100. Phoenix area.

Travel Range:
Greater Phoenix; Mesa; Chandler.

Past Performances:
30 schools.

Contact Person:
Name: Jamie Showers
Address: 2922 W. Aire Libre Ave., Phoenix, AZ 85023
Telephone: (602) 548-9116

Description of Performance:
"Rhythm and Reading Express" - Highly specialized activity based multicultral summer reading program integrating music, movement, and literature. Participants will gain understanding of various cultures within the community setting, as well as participate in a wide variety of fun-filled movement and music activities to enhance their cultural experience.

Fee Plus Mileage:
Negotiable. Mileage fee is 29 cents per mile. Overnight accommodations requested, if needed.

Travel Range:
Will travel the state of Arizona.

Past Performance:
Sedona Public Library, Music and Me Program; Cottonwood Public Library Summer Reading Program; Maricopa County Summer Reading Series; Arizona Summer Reading Program; Maricopa County Library Council Children's Services Workshop at Glendale Public Library; Maricopa County Library Training Seminar; Music Around the World; Cottonwood Public Library Summer Reading Program; Verde River Days Festival, Verde Valley Fair Association; ARC Dance Theatre. Preschool programs, special events.

Contact Person:
Name: Mary Ruth Shropshire
Address: 6734 N. Chapultepec Circle, Tucson, AZ 85750
Telephone: (520) 529-1161

Description of Performance:
Author/Storyteller. Southwestern stories, Folktales. Age level: Preschool through seniors.

Fee Plus Mileage:
Negotiable.

Travel Range:
Arizona.

Past Performance:
Civic Organizations, preschools through high schools, churches, and various community activities.

Contact Person:

Name: Elaine Smith
Address: 1417 E. Kramer Street, Mesa, AZ 85203
Telephone: (602) 962-4908

Description of Performance:

Teaches manual alphabet and basic vocabulary in sign. Will do a demonstration by teaching participants to sign a song. Will teach classes of 2 hours for 6 weeks; maximum of 7-10 students per class.

Fee Plus Mileage:

$25 for a demonstration; $10 per students for 6 week class.

Travel Range:

East Valley.

Past Performance:

Leads signing clubs and serves as an interpreter for the hearing impaired.

Contact Person:

Name: Smokey the Bear, Woodsy the Owl-U.S. Forest Service, Coconino National Forest, Karen Clark
Address: Peaks Ranger Station, 5010 N. Hwy. 89, Flagstaff, AZ 86004
Telephone: (520) 527-3492. Call between 7:30 - 4:30, Monday through Friday.

Description of Performance:

Smokey the Bear and puppets present programs on camping safety and fire prevention. 30 minute program for preschool through 3rd grade.

Fee Plus Mileage:

No fee; mileage may be required.

Travel Range:

Greater Flagstaff area only.

Past Performances:

Flagstaff Public Library.

Contact Person:

Name: Society for Creative Anacronism
Alan Shaw, State Coordinator
Address: P.O. Box 317, Mesa, AZ 85211
Telephone: (602) 962-6355

Description of Performance:

Demonstration of arts, crafts, sciences, or fighting of the Middle Ages and Renaissance.

Fee Plus Mileage:

Free to local libraries/schools. Donations accepted.

Travel Range:

Local groups. Mr. Shaw can put you in contact with a group in your area.

Past Performances:

Mesa Public Library, Charles C. Royall Memorial Library, Chandler, Phoenix, Mesa, Scottsdale Elementary, Middle and High Schools.

Contact Person:

Name: Southwest Brass, Russ Plylar
Address: 2311 W. Windrose Drive, Phoenix, AZ 85029
Telephone: (602) 997-9981 **Fax:** (602) 997-9982

Description of Performance:

You will find that our 3 concert/slide show offerings are perfect for any size performance room. Titles are *Jurassic Brass, Music from Outer Space,* and *Save the Earth.* Each show contains unique descriptive music, performed by 2 live trumpeters and synthesized sound track, entertaining and interactive narration, as well as engaging slides obtained from museums, NASA, and various national parks and state agencies. The shows are flexible in length and can last from 25 minutes to 40 minutes. These shows are very effective for pre-school - 6th grade and their families. All three of these shows work well to stimulate interest in reading about dinosaurs, astronomy, and the environment.

Fee Plus Mileage:

$250 + 25 cents a mile outside of Phoenix area.

Travel Range:

Statewide and regional.

Past Performance:

Phoenix Public Library System - all branches, Scottsdale Public Libraries - various, Glendale Public Library, Mesa Public Libraries - main branch, East Mesa Branch, Dobson Branch.

Contact Person:

Name: Starlight Planetarium Productions, Brian DeWelles
Address: 7406 W. Paradise Dr., Peoria, AZ 85345
Telephone: (602) 486-0102

Description of Performance

Informative and entertaining sky show put on with professional equipment at your location. Brings own video projection system and portable planetarium dome. Shows can be designed for any age group. Myths and legends of constellations. Special holiday program in December on the Star of Bethlehem.

Fee Plus Mileage:

$65.00 for 45 minute show, each additional show on the same day $55.00 per show.

Travel Range:

Arizona.

Past Performances:

Apache Junction Public Library, Phoenix Public Library System, Maricopa County Library branches.

Contact Person:

Name: **Michael Steele**
Address: 180 Verde Street, Clarkdale, AZ 86324
Telephone: (520) 634-7985

Description of Performance:

45 minute show consisting of magicical illusions, professional yo-yo demonstration, juggling, and live music (name that tune game on flute).

Fee Plus Mileage:
Minimum: $120 plus mileage.

Travel Range:
Northern Arizona, no further South than Phoenix.

Past Performances:
Glendale Public Library, Peoria Public Library, Cottonwood Public Library, Sedona Public Library, Camp Verde Public Library

Contact Person:
Name: Susan Steere
Address: P.O. Box 1508, Tucson, AZ 85702
Telephone: (520) 822-5057

Description of Performance:
Author/Illustrator of children's book, *Reef and the Wrasse* and *Pangaea*. Some Spanish. Publishing workshops, camera art, illustrating.

Fee Plus Mileage:
No fee.

Travel Range:
Tucson.

Past Performances
Elementary and Middle Schools throughout Tucson.

Contact Person:
Name: Jan Romero Stevens
Address: 3425 S. Carol, Flagstaff, AZ 86001
Telephone: (520) 774-2611

Description of Performance:
Author of bilingual stories and presents Writing Workshops. Published: *Carlos and the Squash Plant*; *Carlos and the Cornfield*. Coming Spring '97, *Carlos and the skunk*. Does solo presentations and joint presentations with bilingual storyteller Fred Salazar.

Fee Plus Mileage:
$300/day plus 20¢/mile.

Travel Range:
The Southwest.

Past Performance:
Writing workshops at Phoenix College and U of A and story presentations at schools throughout Arizona and Southern New Mexico.

Contact Person:
Name: Erik D. Stoops
Address: Scottsdale Children's Nature Center for Science and Education, P.O. Box 6561,
Scottsdale, AZ 85261
Telephone: (602) 951-5925 **Fax:** (602) 494-9303

Description of Performance:

Renowned author and children's lecturer on lizards, snakes, and small mammals. Friendly snakes and lizards give kids a real hands-on learning experience with reptiles Butterscotch, the Albino python; and Dink, the Skink; whales; dolphins; and sharks; or snakes and frogs are shown in their natural habitats during a narrated/color slide presentation.

Erik's presentations vary according to student age groups. While grade school kids discuss safe desert hiking practices, older groups might discuss career options.

Fee Plus Mileage:

$400.00 full day--8:30 - 2:30, $285.00 half day--8:00 - 12.00, $150 for libraries.

Past Performance:

105 shows during 1995 school year, shows all over the Southwest.

Contact Person:

Name: Story Peddlers: Judy McKinley and Linda Harper
Address: 7437 W. Acoma Dr., Peoria, AZ 85381
Telephone: (602) 979-4875

Description of Performance:

Twice the Tales, storytelling. Multicultural stories, environmental stories and just plain fun stories.

Fee Plus Mileage:

$75 for 40 min. program, plus $.25 per mile over 50 miles plus expenses (or meals/lodging provided).

Travel Range:

Arizona.

Past Performances:

Havasu City School District, Mingus Mountain Storytelling Conference, Washington School District (Phoenix).

Contact Person:

Name: Joyce A. Story
Address: 418 Sagebrush Street, Litchfield Park, AZ 85340
Telephone: (602) 935-1685 or (602) 435-3686 **E-mail:**STORY @GC.MARICOPA.EDU

Description of Performance:

Storyteller. Slavic and Hispanic Folktales and Legends. Age level: Juvenile.

Fee Plus Mileage:

$50/hour.

Travel Range:

Phoenix area.

Past Performance:

Glendale Community College, Renaissance Festivals, Elementary and high schools.

Contact Person:

Name: String Sounds, Susan Smith
Address: 3944 East Oak Street, Phoenix, AZ 85008
Telephone: (602) 275-7790

Description of Performance:
String quartet. They play music around a theme that combines children's books with music; for example, *Books That Make Us Laugh.* Uses props including poster illustration for each book. 30 minutes.

Fee Plus Mileage:
Mileage and expenses included in fee and calculated by Music Performance Trust Fund.

Travel Range:
Anywhere in Arizona, unless too far to be cost effective.

Past Performances:
Chandler Public Library, Apache Junction Public Library, Prescott Public Library, Miami Memorial Library, Globe Public Library, Gilbert Public Library, Phoenix Public Library.

Contact Person:
Name: Stan Tang
Address: 5201 N. 24th St. #105, Phoenix, AZ 85016
Telephone: (602) 553-8166

Description of Performance:
Freelance illustrator and cartoonist. Will teach techniques on cartooning, illustration, and basic drawing in a fun and humorous session. (minimum 1 hr. sessions).

Fee Plus Mileage:
Mileage and fee included in workshop within Maricopa County. Will consider workshops outside of Maricopa County if mileage or accomodations are provided.

Travel Range:
Phoenix Metropolitan Area or location within a two hour drive.

Past Performance:
Phoenix Central Public Library and its branches, Chandler Public Library, Sedona Public Library, Cottonwood Public Library, Mesa Public Library, Tempe Public Library, Scottsdale Public Library, Buckeye Elementary, Kyrene Middle School, All Saints Episcopal School, Channel 10 morning news (Fox Affiliate), and other valley locations.

Contact Person:
Name: Phyllis Vogelsong
Address: 5729 W. Purdue Circle, Glendale, AZ 85302
Telephone: (602) 934-4206

Description of Performance:
Special needs focused puppet show for school aged children. "The Kids On the Block" is a troupe of puppets whose purpose is to help school-age children understand the special needs of those around them. Many of the puppets face such challenges as blindness, leukemia and mental retardation and other social issues.

Fee Plus Mileage:
Donation $50.

Travel Range:
Phoenix Metro Area.

Past Performance:
Local schools and libraries.

Contact Person:

Name: Kay Wacker
Address: 7809 N. 32nd Drive, Phoenix AZ 85051
Telephone: (602) 973-0771

Description of Performance:

Illustrator of *Arizona A to Z; New Mexico A to Z.*
Presents the creative process of artwork through slides, both singularly and jointly with Dorothey Hines Weaver, author of *Arizona A to Z* and *New Mexico A to Z.*

Fee Plus Mileage:

$100/half day.

Travel Range:

Arizona schools.

Past Performance:

Schools throughout Arizona.

Contact Person:

Name: Allan Wade
Address: 827 E. 6th Ave., Mesa, AZ 85204
Telephone: (602) 962-4426

Description of Performance:

Assisted by family members, he presents shows of parlor magic or illusions for small groups. Also does balloon figures and marrionette puppet shows.

Fee Plus Mileage:

$85 for 30 minute show of magic and illusions; $50 for first hour of balloons, $35 each additional hour; $125 for 40 min. puppet show.

Travel Range:

Primarily Metro Phoenix area, but will travel statewide.

Past Performance:

Summer programs in Casa Grande and Coolidge. Programs in Mesa, Tempe and Chandler public schools, Mesa libraries, high school and elementary schools statewide, and special occassions/private parties for all ages.

Contact Person:

Name: Mariana Warner
Address: 25 Concho Way, Sedona, AZ 86351
Telephone: (520) 284-2384

Description of Performance:

Two-hour Experiencing Poetry workshops for high school students or adults, with reading of poetry and participation by workshop attendants. (Only if desired and requested and appropriate to the setting, book sales and signing could be offered.)

Fee Plus Mileage:

$50 per two-hour workshop for Verde Valley area Sedona, Prescott, and Flagstaff. For more distant Arizona sites, the fee is $300 per two-hour workshop.

Travel Range:

Anywhere in Arizona.

Past Performances:

Include poetry readings at The Book Loft in Sedona, at meetings and conducting three two-hour workshops for high school students at the Sedona Public Library. Published poet (over 30 poems in small literary quarterlies, including *Midwest Poetry Review* and a book, *A Little Bit of Poetry is a Dangerous Thing* published in 1994). and *Bamboo for Brunch* (panda poetry for preschoolers) published 1995. Editor of *Sandcutters*, the poetry quarterly of the Arizona State Poetry Society. Master's degree in Human Development (Education). Attended poetry workshops led by Prominent poets Charles Levendowsky, Rita Magdelena, Michael Bujega, and others. Poetry picture book for children in progress.

Contact Person:

Name: Dorothy Hines Weaver
Address: 4639 W. Show Butte Drive, Glendale AZ 85304
Telephone: (602) 938-7672

Description of Performance:

Author of *Arizona A to Z* and *New Mexico A to Z*. Programs on the writing process presented singularly and jointly with Kay Wackner, illustrator of *Arizona A to Z and New Mexico A to Z* .

Fee Plus Mileage:

$100/half day.

Travel Range:

Arizona.

Past Performances:

Schools throughout Arizona.

Contact Person:

Name: Fran Weissenberg
Address: 3041 N. Willow Creek Drive, Tucson, AZ 85712
Telephone: (520) 881-5827

Description of Performance:

Author of *The Streets are Paved with Gold*, a natural sequel to *Fiddler on the Roof* the story of an immigrant growing up in the melting pot of Brooklyn. Articles about bibliotherapy. Cherish your Memories, Immigrants in History, Family. Received the Sidney Taylor Award from the Association of Jewish Libraries. Age level: Intermediate, Juvenile.

Fee Plus Mileage:

Fee negotiable.

Travel Range:

Tucson area.

Past Performances:

Copper Creek School (Tucson), Pima Retired Teacher's Association, Synagogues.

Contact Person:

Name: We're Storytellers, Russell Mann
Anna Del Paxton
Address: 502 South Verde, Flagstaff, AZ 86001
Telephone: (520) 774-5669

Description of Performance:
Multicultural and bilingual stories and songs for audiences of all ages.

Fee Plus Mileage:
One hour concert, $150 plus 25¢ per mile/$95 per diem. Will negotiate!

Travel Range:
Statewide.

Past Performances:
Mesa Public Library, Albuquerque Public Libraries, 150 schools and libraries in Arizona, Colorado, Utah, Nevada, and New Mexico, and various conferences and festivals.

Contact Person:
Name: Gene Williams
Address: 19333 E. Ocotillo Road, Queen Creek, AZ 85242
Telephone: (602) 987-3665

Description of Performance:
Creative writing and how to get it published. Teaches students by analyzing a story to improve their writing skills and write as well as the professionals. Holds seminars and teaches workshops. Also has a business that does videos, art, designs, topography, and printing, and can instruct in these areas.

Fee Plus Mileage:
Negotiable, depending on the occasion.

Travel Range:
Phoenix Metro area preferred.

Past Performances:
Held after school programs at libraries for students on improving their writing skills. Conducted seminar at Mesa Public Library.

Contact Person:
Name: John Williams
Address: P.O. Box 2207, Chino Valley, AZ 86323-2207
Telephone: (520) 636-0651

Description of Performance:
Educational Entertainment Experiences for children. He plays guitar and does sing-along getting the children involved in the music. Also presents adult musical programs of Hokey Folky Grunge (folk music with humor).

Fee Plus Mileage:
Negotiable.

Travel Range:
Anywhere in Arizona.

Past Performance:
Cottonwood Public Library, Prescott Public Library, Pioneers Home in Prescott, Charly's in Flagstaff, Fiddler's Dream in Phoenix, Thirsty Ear in Chino Valley, Phoenix Public Library. The Essenza in Mesa, The Ark Room in Phoenix, Peoria Public Library.

Contact Person:

Name: Janet Winans
Address: 1108 Mohave Avenue, Parker, AZ 85344
Telephone: (520) 669-6578

Description of Performance:

Reads poetry, her own and others selected to fit the specified theme. Will discuss the process of writing her experience and the creative process. Exercises in creative writing can be part of the program if desired.

Fee Plus Mileage:

Workshop $50, Lecture $75, Performance $75.

Travel Range:

Arizona.

Past Performance:

Public schools in Tucson, Phoenix and White River, Arizona.

Contact Person:

Name: Diane Winslow
Address: 137 Mountain Morning Drive, Tucson, AZ 85704
Telephone: (520) 742-0662

Description of Performance:

Author/Storyteller. Fantasy and Real Life Stories, Southwest Stories. Age level: Preschool, Intermediate, Juvenile and Adult. Available weekends only with exception of evenings in Tucson area.

Fee Plus Mileage:

Negotiable plus mileage.

Travel Range:

Arizona.

Past Performance:

Schools in Wickenburg, Coolidge, Casa Grande, Tucson and Phoenix and various resorts including Canyon Ranch Spa Resort and Doubletree. Also toured schools in Indiana and Illinois.

Contact Person:

Name: Rosie Stevens Witcher
Address: 2742 S. Azalea Drive, Tempe, AZ 85282
Telephone: (602) 831-3880

Description of Performance:

Storyteller of Cajun and Southern Stories (Crayfish Tales and other Southern Delights). All age levels

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona.

Past Performance:

National celebrations in Sacramento and Scottsdale.

Contact Person:

Name: Woodsy the Owl-U.S. Forest Service, Coconino National Forest, Christina McKerracher
Address: 2323 E. Greenlaw Lane, Flagstaff, AZ 86004
Telephone: (520) 527-3600

Description of Performance:

Woodsy the Owl presents programs on environmental awareness and litter prevention.

Fee Plus Mileage:

No fee; mileage may be required.

Travel Range:

Northern Arizona only.

Past Performances:

Flagstaff Public Library, Flagstaff Unified School District.

Contact Person:

Name: David Zacarte
Address: 11600 Parkcenter, Mira Loma, CA 91752
Telephone: (909) 341-8718 **Fax:** (909) 681-6935

Description of Performance:

Comic, ventriloquist, magician. Professional children's or family shows, will bring lighting and sound system. Will adapt show to requested theme.

Fee Plus Mileage:

$175 for one show, $225 for two shows on same day. Discount available for multiple shows at various libraries.

Travel Range:

Anywhere.

Past Performance:

Florence Public Library, Casa Grande Public Library, over 300 libraries throughout the United States.

RESOURCE - PEOPLE
INDEX

NAME	CATEGORY	PHONE	PAGE
Abbott, John	Storyteller	636-2025	276
Accent Entertainment	Variety Acts	967-7676	276
Aces Entertainment	Storytellers	956-5102	276
Allen, Penny	Nature	982-6376	276-277
Aloha Hoomalimali, Alice Stewart	Dancers	986-7293	277
American Heart Association	Health & Safety	453-2616	277
Anderson, Dorothy Daniels	Storyteller/Author	957-0462	277-278
Arboretum of Flagstaff	Arts & Crafts, Nature	774-1442	278
Arizona Children's Theater	Drama	881-2101	278
Arizona Historical Society	History	929-0292	278-279
Arizona Science Center	Science	256-9518	279
Arizona Public Service Company	Safety	250-3418	279
Asano, Doris	Arts and Crafts (Origami)	997-0679	280
Austin, Lon	Folksinger	979-8374	280
Barchas, Sarah E.	Author/Storyteller	455-5769	280-281
Benally Berta	Storyteller/Dancer	527-1041	281
Betz, Kimberly	Magicians	833-4014	281
Bevill, Lynn	Storyteller	882-8887	281-282
Black, Karen	Storyteller	888-3926	282
Brogan, Tommie	Storyteller	249-2467	282
Brown, Vee F.	Author/Storyteller	725-3388	282-283
Buchanan, Ken or Debby	Authors, Creative Writing	(503) 728-4666	283
Bureau of Land Management	Nature	855-8017	283
Butler, Lollie	Author/Storyteller	622-2046	284
Coconino County Health Dept.	Safety	779-5164	284
Coconino County Sheriff's Dept.	Health & Safety, Nature	774-4523	284
Cole, Judith	Author, Creative Writing	886-1410	285
Conway, K.	Nature, Arts & Crafts	284-1074	285
Corl, Susan	Arts & Crafts	394-2926	285.286
Crompton, Steve	Illustrator	945-4965	286
Cunningham, Keith	Folklorist	523-4420	286
Chautaqua, Jay Cravath	Musician	829-6379	286
DJ the Clown	Clown	437-8123	287
Detter, Jill	Storyteller	h-274-8076	287
Doyle, Don	Storyteller	833-3013	287-288
Dreams Unlimited Story Telling Service, Diane Winslow	Storytellers	742-0662	288
Education Dept of Planned Parenthood	Health & Safety	265-2495	288
Estes, Paul W.	Magician	257-4261	288-289
Faro, Pam	Storyteller	508-9331	289
Flagstaff Sportscards	Hobbies	779-6035	289
Flutterbys Puppets	Puppeteers	246-4043	289-290
Folksteppers, Alice Stewart	Dancers	986-7293	290
Freeman, Dennis R.	Storyteller	465-7791	290
Friberg, Alicia, Larry	Nature	848-6691	290-291
Garaway, Margaret K.	Author	297-9026	291
Geisler,Harlynne	Storyteller	460-5254	291
Good Neigh Bear, Terri Bowers	Health & Safety	784-3160	292

NAME	CATEGORY	PHONE	PAGE
Great Arizona Puppet Theater, Nancy Smith	Puppeteers	277-1275	292
Green, Timothy	Author	673-3254	292-293
Gregory, Lawrence	Magician	477-9235	293
Hadley, Lori Berra	Safety	771-3260	293
Halim, Fatimah	Author/Storyteller	230-0797	293
Handke, Sue for Danny	Cartoonist	991-3131	294
Harris, Sue and Kyle	Music	943-8645	294
Hartz, Eleanor	Musician	546-0351	294
Heard Museum	Museum	252-8840	294-295
Hennessy, B. G.	Author	948-5288	295
Hollan, Mary	Singer	412-1089	295
Howard, Rich Entertainment	Variety Acts	945-9193	296
Irbinskas, Heather	Author	298-2145	296
Jolly Roger	Magic and Tricks	991-4292	296
Karas, Brian G.	Illustrator	956-5666	297
Lance, Kathryn	Author, Creative Writing	326-2555	297
Lee, Anne	Storyteller	751-1402	297
Lewis, Deanne RN, CMS	Storyteller	778-6473	298
Long, Sylvia	Illustrator	483-6181	298
Lukas, Cynthia	Author, Creative Writing	585-6180	298-299
Luv Clowns, Alice Stewart	Clowns	986-7293	299
Marcellino, Thomas M.	Nature	984-6017	299
McKinley, Judy	Storyteller	979-4875	299-300
McMichael, Thomas J.	Storyteller	969-6482	300
Merril, Carol	Storyteller	636-0982	300
Merlene, Pris	Personal Improvement	649-2150	300-301
Meyer, Vi	Storyteller	948-6508	301
Meyers, Gloria	Storyteller	884-7951	301
Middlebrook, Tom	Art/Cartooning	634-3858	301-302
Mike, Jan	Author, Creative Writing	790-0732	302
Mikell, Ken	Musician, Storyteller	634-6464	302
Miller, Dale E.	Magician	453-1309	303
Mindrup, Leroy H.	Nature	846-0360	303
Mohave County Cooperative,	Hobbies, Nature	753-3788	303
Moreillon, Judy	Storyteller	749-8359	304
Music Performance Trust Fund	Musicians	254-8838	304
Nolander, John	Variety Acts	459-8339	304
Norman, Nita	Storyteller	271-9216	304-305
Norris, Tony	Musician, Storyteller	526-6684	305
Northern Arizona O'Dair, Grace Storytellers,	Storytellers	773-8356	305
Ogunsile, Remi	Storyteller	907-2744	306
Oso, Pat	Storyteller	890-0792	306
Parker, Steve	Cartoonist	800-771-4441	306
Pattison, Sheila	Storyteller	749-4375	307
Phoenix Irish Step Dancers, Sharon Judd	Dance	253-1978	307
Pizzino, Leticia	Storyteller	800-669-7533	307
Prchal, Steve	Nature	883-3945	308
Presto Magic Studio, Barry Schor	Magicians	464-4518	308

NAME	CATEGORY	PHONE	PAGE
Pro-Impact Stunt Team, Lance Lyons	Stunt Team	858-0211	308-309
Quintessence Chamber Ensemble	Musicians	483-9430	309
Riell, Lynda	Storyteller	298-5064	309
Riggs, David A.	Storyteller	996-6715	309-310
Rivera, Martin Juan	Storyteller	544-4533	310
"Rosa, Loca"-Tish Dvorkin	Musicians	986-6016	310
Sadow, Jeffrey	Storyteller	990-8605	311
Sandin, Joan	Author/Illustrator	881-4481	311
Schick, Dick	Health & Safety, Magician Puppeteers	838-1608 w-838-4043	311-312
Schlicht, Mimi	Health & Safety	730-1230	312
Seats, Susan	Magician	996-4363	312
Shaw, Murray Simon	Author	264-5261	312-313
Showers, Jamie	Music Therapy Consultant	548-9116	313
Shropshire, Mary Ruth	Author/Storyteller	529-1161	313
Smith, Elaine	Sign Language	962-4908	314
Smokey the Bear, Woodsy the Owl	Health & Safety, Nature	527-3492	314
Society for Creative Anacronism	History	962-6355	314
Southwest Brass, Russ Plylar	Musicians	997-9981	315
Starlight Planetarium Productions Brian DeWelles	Science	486-0102	315
Steele, Michael	Magician	634-7985	315-316
Steere, Susan	Author/Illustrator	822-5057	316
Stevens, Jan Romero	Auther/Storyteller	774-2611	316
Stoops, Erik D.	Author/Lecturer	951-5925	316-317
Story Peddlers: Judy McKinley & Linda Harper	Storytellers	979-4875	317
Story, Joyce A.	Storyteller	935-1685	317
String Sounds, Susan Smith	Musicians	275-7790	317-318
Tang, Stan	Cartoonist, Illustrator	553-8166	318
Vogelsong, Phyllis	Puppeteer	934-4206	318
Wacker, Kay	Illustrator	973-0771	319
Wade, Allan	Magician	962-4426	319
Warner, Mariana	Author	284-2384	319-320
Weaver, Dorothy Hines	Author	938-7672	320
Weissenberg, Fran	Author	881-5827	320
We're Storytellers, Russell Mann, Anna Del Paxton	Storytellers	774-5669	320-321
Williams, Gene	Creative Writing	987-3665	321
Williams, John	Musician	636-0651	321
Winans, Janet	Creative Writing	669-6578	322
Winslow, Diane	Author/Storyteller	742-0662	322
Witcher, Rosie Stevens	Storyteller	831-3880	322
Woodsy the Owl-U.S. Forest Service, Coconino Nat'l Forest, Christina McKerracher	Nature	527-3600	323
Zacarte, David	Variety Acts	909-341-8718	323

A Child's Art Factory, 7371 Player Drive, San Diego, CA 92119. 1-619-460-6077.
Prepackaged craft kits for groups of 24, 30, 36 or 100 students, ranging in price from $15 to $120 depending upon the size of the kit.

ABC School Supply, Inc. 3312 N. Berkeley Lake Road, Duluth, GA 30136. 1-800-669-4222.
Hand puppets, craft supplies, prizes, flannel boards, games, records, etc.

ALA Graphics. American Library Association, 50 E. Huron Street, Chicago, IL 60611. 1-800-545-2433.
General posters, calendars, decorations for libraries.

Accent Annex. 1120 S. Jeff Davis Parkway, New Orleans, LA 70125-9901. 1-800-322-2368.
Novelties and trinkets including masks and hats.

Argus Posters for Education. P.O. Box 6000, Allen, TX 75002-1304. Orders: 1-800-527-4748.
Colorful posters and award certificates which can be purchased in volume batches for prizes.

Building Blocks. 38W567 Brindlewood, Elgin, IL 60123. 1-708-742-1013.
A catalog of idea books: bulletin boards, felt boards, exploring art, fingerplays, puppets, clay modeling projects, singing games, etc.

Child Graphics Press. P. O. Box 7771, Hilton Head Island, SC 29938. 1-800-543-4880.
Primarily posters and "novel unit teacher's guides" which contain bulletin board ideas and activities.

Children's Book Council. Order Center, 350 Scotland Road, Orange, NJ 07050. 1-800-999-2160.
Colorful posters and certificates for summer reading programs.

Dakin, Inc. P. O. Box 7200--Order Department, San Francisco, CA 94120-9977. 1-800-227-6598.
Linda Pazola, local sales representative will show samples and take orders, 602-493-1773. Minimum order $250.00.

DEMCO, Inc. P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200. FAX 1-800-245-1329.
Kids Love Libraries : new ways to inspire today's kids, 1995 catalog. Books, puppets, bookbags, bookmarks, posters, display racks and library furniture, designed for kids.

Gryphon House, Inc.: Early Childhood Teacher Books. P.O. Box 207. Beltsville, MD 20704-0207. 1-301-595-9500, Toll Free 1-800-638-0928. FAX: 301-595-0051.
Publishes activity books, including fingerplays, crafts, art, science, math, celebrations and holidays.

Highsmith. West 5527 Highway 106, P. O. Box 800, Fort Atkinson, WI 53538-0800. 1-800-438-1637.
Library promotions, including puppets, posters and bookmarks.

Hot Rod Magazine. P.O. Box 51397, Boulder, CO 80323-1397, Attn: Frederick R. Waingrow, President
A possible source of sports related incentives to offer as prizes.

Inside Stuff. The Quarter Group Inc. , 2155 Butterfield, Suite 200, Troy, MI 48084-3423, Attn: Media Programs - Karen Ashnault
A possible source of sports related incentives to offer as prizes.

JanWay Company. 11 Academy Road, Cogan Station, PA 17728-9300.1-800-877-5242.
Personalized promotional items for libraries: magnets, buttons, bags, bumper stickers, mugs, pens and pencils, shirts and caps.

Johnson Specialties. P. O. Box 357, Cedar Hurst, NY 11516-0357. 1-800-221-6714.
Catalog of trinkets and inexpensive items. Treasure chests in a variety of sizes (on page 24).

Jr. Drag Racer. P.O. Box 5555, Glendora, CA 91740-0950, Attn: Promotions Manager-Diane Harlander
A possible source of sports related incentives to offer as prizes.

Kids & Things (DEMCO), P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200.
FAX 800-245-1329.

Kidstamps. P. O. Box 18699, Cleveland Heights, OH 44118. 1-800-727-5437.
Inexpensive rubber stamps of all sorts.

Kimbo Educational, Department R, P.O. Box 477, Long Branch, NJ 07740-0477. 1-800-631-2187.
Cassettes, records, filmstrips, videos and read-alongs useful for storytime activities.

Library Clip Art Book. Em Graphics, Box 8233, Greenville, NC 27835-8233. 1-919-355-2478.
140 reproducible drawings designed by a library community relations coordinator specifically for library themes and services. $50 per volume plus $3 shipping.

Listening Library: Literature Based Media For Children And Adults. 1 Park Avenue, Old Greenwich, CT 06870-1727. 1-800-243-4504.
Carries wonderful characters, puppets and dolls to go with favorite children's books: Curious George, Pippi Lonstocking, Madeline, Winnie the Pooh, Clifford, etc.

Music for Little People. P. O. Box 1460, Redway, CA 95560. 1-800-727-2233.
Audio and video cassettes, musical instruments, some costumes and activity kits.

Oriental Trading Company, Inc. P. O. Box 3407, Omaha, NE 68103. 1-800-327-9678 for catalog requests. 1-800-228-2269 for orders.
Catalog includes a range of inexpensive trinkets and promotional items. Inexpensive prizes can be ordered in bulk; some decorations and crafts materials.

Racing for Kids. Griggs Publishing Company Inc. P.O. Box 500, Concord, NC 28026-0500, Attn: Robert E. Griggs Jr.
A possible source of sports related incentives to offer as prizes.

Really Good Stuff. A division of Filmic Archives, The Cinema Center. Botsford, CT 06404.
Customer service: 203-261-1920, or orders: 1-800-366-1920.
Posters, bookmarks, stickers, buttons, trophies and other learning materials for librarians and teachers.

Rivershore Reading Store. 2005 32nd Street, Rock Island, IL 61201. 1-309-788-7717.
1995-96 Catalog has lots of Olympics related incentives: award ribbons, stickers, collectible buttons, friendship bracelets.

S & S Educational Products; S & S Arts and Crafts. P. O. Box 513, Colchester, CT 06415-0513. 1-800-243-9232 or (203) 537-3451.

Craft kits and supplies geared toward youth groups and crafts groups.

Shapes ETC. 8840 Rt. 36. P.O. Box 400, Dansville NY 14437. 1-800-888-6580.
Die-cut shapes e.g. bears, hearts, etc. Also stencils, rubber stamps and bookmarks - most of the paper "shapes" come 3" x 3" or 5"x7".

Sherman Specialty Company, Inc. P. O. Box 401, Merrick NY 11566. 1-800-645-6513 or 1-800-669-7437. FAX: 1-800-853-TOYS (8697)
Various trinkets, small toys, prizes, stickers, and treasure chests.

Smilemakers, Inc. P. O. Box 2543, Spartanburg, SC 29304-2543. 1-800-825-8085.
Stickers and toys.

Sports Illustrated for Kids. Time Inc. - Time Life Building. Rockefeller Center, New York, N.Y. 10020-1393, Attn.: Promotion Manager -Pamela T. Dey
A possible source of sports related incentives to offer as prizes.

T. S. Dension and Co., Inc. 9601 Newton Ave. S., Minneapolis, MN 55431. 1-800-328-3831.
Discovery themes information cards which contain reading and art activities on various topics.

Tuff Stuff. P.O. Box 751901, Charlotte, NC 28275-1901
A possible source of sports related incentives to offer as prizes.

U.S. Toy Co., Inc. 1227 East 119th Street, Grandview, MO 64030. 1-800-761-5900. FAX: (816) 761-9295
Inexpensive novelties and toys to use as incentives.

Upstart. 32 East Avenue, Hagerstown, MD 21740. 1-800-448-4887.
Reading and library promotional items. Posters, decorations, bookmarks, bags, prizes for libraries. Catalog ? (p.12-13) has materials with the theme: WIN WITH READING.

Wonderstorms. c/o World Almanac Education, P. O. Box 94556, Cleveland OH 44101-4556. 1-800-321-1147.
Posters, bookmarks, mobiles, displays, to promote reading. Catalog covers many themes.

RESOURCE MATERIALS

Government Publications:

Government publications are available at low cost and in bulk quantities. Some of the titles below may coordinate with or supplement programs you choose to do this summer. Libraries may wish to order a quantity of the publications for distribution to interested parents, or for distribution to the general public.

The following publications may be ordered from:
R. Woods, Consumer Information Center, Pueblo, CO 81009

BOOKS FOR CHILDREN #8
A listing of 100+ of the best children's books recently published, from preschool to high school levels. 1992. $1. Item 101Z. 23pp.

HELPING YOUR CHILD LEARN GEOGRAPHY.
For children 3 to 10: fun ways to learn geography. 1990. $.50,. Item 414Y. 33pp.

HELPING YOUR CHILD LEARN MATH.
Free, 2 copies maximum. Item 612Z.

HELPING YOUR CHILD LEARN SCIENCE.
Some science basics plus fun activities for parents and children to do jointly. 1992 $3.25. Item 143Z. 64pp.

HELPING YOUR CHILD LEARN TO READ.
Free, 2 copies maximum. Item 617Z.

HELPING YOUR CHILD USE THE LIBRARY.
1992. $.50,. Item 415Z. 23pp.

TIMELESS CLASSICS.
Lists nearly 400 books published before 1960 for children of all ages. 1991. $.50,. Item 417Y.

YOU CAN HELP YOUR YOUNG CHILD LEARN MATHEMATICS.
Fun ideas to connect real life experiences with mathematics. 1991. $.50,. Item 412Y.

From the Government Printing Office, the following titles are available. Call the GPO Order Desk for prices (202)-783-3238. Give the stock number.

COMO AYUDAR A SUS HIJOS A APRENDER CIENCIA.
1992. Stock number 065-000-00521-2. 64pp.

From Library Programs/Office of Educational Research and Improvement, U. S. Department of Education, 555 New Jersey Ave., NW, Room 402, Washington, DC 20208 (202)-208-0969

COMO AYUDAR A SUS HIJOS A USAR LA BIBLIOTECA.
1992. 25pp.

LIBRARIAN'S FAVORITE:
BEST BOOKS FOR CHILDREN'S PROGRAMMING

Can you find it?: 25 library scavenger hunts to sharpen your research skills..
McCutcheon, Randall. Revised edition. Minneapolis, MN. Free Spirit Publishers, c1991.

Channels to Children: Early Childhood Activity Guide for Holidays and Seasons.
Beckman, Carol A. Colorado Springs, CO. Channels to Childrens, 1982.
A handbook containing crafts, finger plays, songs and stories for felt, and patterns to use and arranged in thematic categories according to seasons or holidays.

Copycat Magazine. Racine, WI, Copyct Press.
When planning programs for young people, *Copycat Magazine* is undoubtedly the source used most frequently by all members of the Youth Service Department at our library. While *Copycat* is advertised as a classroom tool of "ideas and activities for K-3 teachers", our staff has found this magazine indispensable in our day-to-day functions at the library. We use its colorful and informative calendar each month as the focal point of our bulletin board. *Copycat's* seasonal and thematic units provide us with stories, bibliographies, crafts, songs and reproducible artwork for use in our storytimes and other programs. Each issue covers two month's worth of activities and includes information about special days. The artwork is simple and somewhat whimsical yet it remains appealing to both children and adults. If your library can't afford a full-time artist-in residence, then become a guilt-free "copycat" by subscribing to this wonderful magazine. Write to: Copycat Press, P. O. Box 081546, Racine, WI, 53408-1546. At $16.95 a year for five issues, it's a bargain! (P.S. No issue is published during July/August but you'll be too busy with your summer reading program to even notice!)

Connecting Young Adults and Libraries: a how-to-do-it manual. (How to do it manuals for libraries series).
Patrick Jones. New York. Neal-Schuman, 1992.
Young adults' libraries --Administration.

Creative Resources for the Early Childhood Classroom.
Herr, Judy. Albany, N.Y. Delmar Publishers, 1990.
Thematic units containing fingerplays, songs, books, recipes, art activities, developmental skill activities, games, creative drama, and music.

Everyday Circle Times.
Wilmes, Liz and Dick. Elgin Illinois. Building Blocks, 1983.
Thematic units with ideas for displays, songs, fingerplays, recipes, field trips, books and games.
Also: The Circle Time Book? 1982
Yearful of Circle Times, 1989
More Everyday Circle Times, 1992

Flannelboard Fun A Collection of Stories, Songs and Poems.
Brigg, Diane. Metuchen, NJ. Scarecrow Press, 1992.
Discusses how to make a felt board and felt figures and offers other suggested activities. Includes 28 stories and rhymes with patterns for felt figures and a bibliography of resources for storytime programming.

Library Puzzles and Word Games for Grades 7-12.
Smallwood, Carol. Jefferson, NC. McFarland & Company, c1990.
Library orientation for junior high school students. Junior high school libraries -- Activity programs.

Picture Book Story Hours: From Birthdays to Bears.
Sitarz, Paula Gaj. Littleton, CO. Libraries unlimited 1987.
Includes an introduction on putting a Storytime together with thematic chapters following. Each chapter discusses publicity, presentation, read aloud books, fingerplays, songs, story presentation ideas (felt board, tell and draw, etc.) and films. Includes an appendix for other resources aids in programming.

Also: *More Picture Book Story Hours. From Parties to Pets.*

A Planning Guide to the Preschool Curriculum .
Sanford, Anne R. Winston-Salem, NC. Kaplan Press, 1983.
Each section of the book is divided into a weekly theme with sub-themes with levels of skill development. Units contain crafts, activities, recipes, finger plays, songs, and storytelling ideas.

Ring A Ring O 'Roses: Fingerplays for Pre-School Children.
Flint Public library, 1026 E. Kearsley, Flint, MI. 48502. (313) 232-7111
A collection of alphabetically arranged fingerplays with subject index.

The Storytime Sourcebook .
Cullum, Carolyn N. New York. Neal-Schuman Publishers, 1990.
Divided into thematic sections giving suggestions for filmstrips/films, books, craft, activities, songs and fingerplays.

Story S-T-R-E-T-C-H-E-R-S: Activities to expand Children's Favorite Books.
Raines, Shirley C. Mount Rainier, ND. Gryphon House, 1989.
Chapters are arranged around a theme with each theme containing several feature books. Each feature book has ideas for crafts, creative drama, science and recipe activities, books, fingerplays and songs.

Also: Story S-T-R-E-T-C-H-E-R-S, 1991.

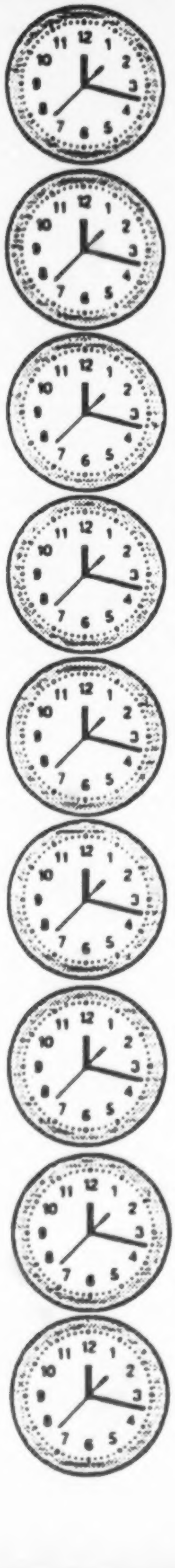
Theme-A-Saurus: The Great Big Book of Mini Teaching Themes .
compiled by Jean Warren. Everett, WA. Warren Publishing House, Inc., 1989
Each thematic unit contains a variety activities designed for preschool children. Each unit has art and science activities, recipes, fingerplays, and songs and at the end there is a bibliography of books to each theme.

Theme-A-Saurus II: The Great Big Book of Mini Teaching Themes .
Compiled by Jean Warren, Everett, WA. Warren Publishing House, 1990.
A companion volume to *Theme-A-Saurus* with additional themes containing art and science activities, recipes, games, fingerplays and songs.

Young Adult Program Idea Booklet.
Wisconsin Library Association. Children's and Young Adult Services Section. YA Task Force.
Madison, WI. Wisconsin Library Association, 1991.
Young adults--Books and reading. Young adults' libraries

Books I have spent time enjoying!

Number of Minutes Read (color in the clock) **Titles Read**


11
12
1
2
3
4
5
6
7
8
9
10

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

13. ______________________________

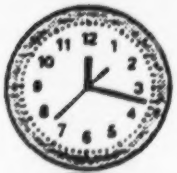
14. ______________________________

15. ______________________________

16. ______________________________

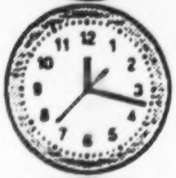
17. ______________________________

18. ______________________________



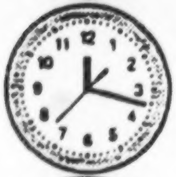
19. ____________________

20. ____________________



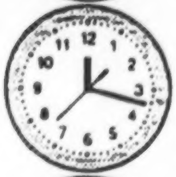
21. ____________________

22. ____________________



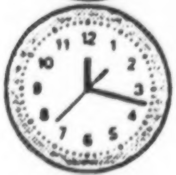
23. ____________________

24. ____________________



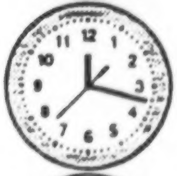
25. ____________________

26. ____________________



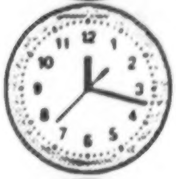
27. ____________________

28. ____________________



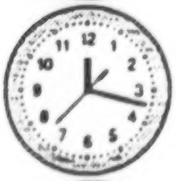
29. ____________________

30. ____________________



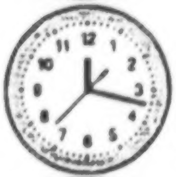
31. ____________________

32. ____________________



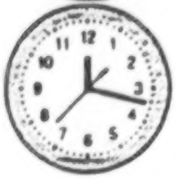
33. ____________________

34. ____________________



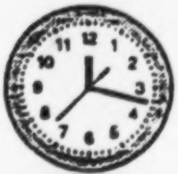
35. ____________________

36. ____________________



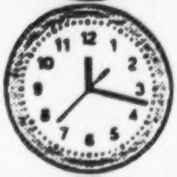
37. ____________________

38. ____________________


12
1
2
3
4
5
6
7
8
9
10
11

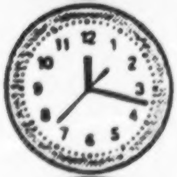
39. ____________________

40. ____________________


12
1
2
3
4
5
6
7
8
9
10
11

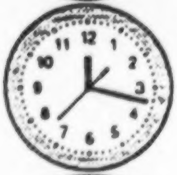
41. ____________________

42. ____________________


12
1
2
3
4
5
6
7
8
9
10
11

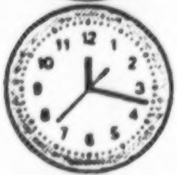
43. ____________________

44. ____________________


12
1
2
3
4
5
6
7
8
9
10
11

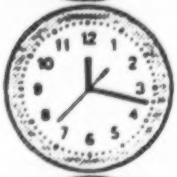
45. ____________________

46. ____________________


12
1
2
3
4
5
6
7
8
9
10
11

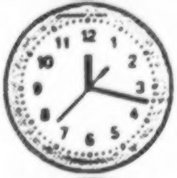
47. ____________________

48. ____________________


12
1
2
3
4
5
6
7
8
9
10
11

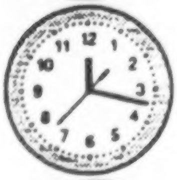
49. ____________________

50. ____________________


12
1
2
3
4
5
6
7
8
9
10
11

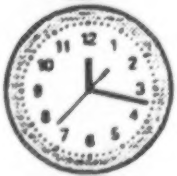
51. ____________________

52. ____________________


12
1
2
3
4
5
6
7
8
9
10
11

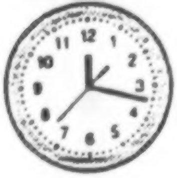
53. ____________________

54. ____________________


12
1
2
3
4
5
6
7
8
9
10
11

55. ____________________

56. ____________________


12
1
2
3
4
5
6
7
8
9
10
11

57. ____________________

58. ____________________

ARIZONA READING PROGRAM EVALUATION

Please help us evaluate the 1997 Arizona Reading Program (ARP).

> Please photocopy and complete the form. Return it to Linda McCleary at the Department of Library, Archives and Public Records, Library Extension Division, 1700 W. Washington Avenue, Phoenix, Arizona 85007, no later than September 20, 1997.

Thank you for your cooperation!

1. Library Name:

   Address:

   Children's Services Contact Person: Phone No.:

   Job Title:

2. Are you interested in serving on the 1998-1999 ARP Committee? Yes ☐ No ☐

3. What was the primary goal of your ARP this year?

   How did you measure achievement of this goal?
   (please check any that apply)

Quantitative Measures (Mandatory)

	Yes	No
Statistics	☐	☐

Qualitative Measures (Pick at least one)

1. Focus Groups ☐ ☐ or

2. Peer Evaluation or
   - Unobtrusive Observation ☐ ☐
   - Questionnaire ☐ ☐

3. Fast Response Survey
   - Questionnaire ☐ ☐
   - Focus Group ☐ ☐

or 4. Attitudinal Measurement
   - Interview ☐ ☐
   - Focus Group ☐ ☐
   - Questionnaire ☐ ☐
   - Observation ☐ ☐

Using your qualitative measures:

What difference does the Arizona Reading Program make your Library?

____

____

____

____

What difference does the Arizona Reading Program make to your community?

____

____

____

____

MANDATORY STATISTICS

OPTIONAL COMMENTS

PROGRAM STATISTICS

4. **Number of all youths registered**
(break down by age if possible or just give total)
Children (ages 0-14) ____
Young Adults ages (15+) ____
Total: ____

5. **Total number of weeks in your Children's Program (ages 0-14)** ______

In your Young Adult Program (if separate) (ages 15+) ______

4. **Population of Legal Service Area (ages 0-5*)** ____
Population of Legal Service Area (ages 5-14) ____
Population of Legal Service Area (ages 15+) ____
Total: ____
Population of Legal Service Area (all ages) ____
***Available by using the % value in the County and City Data Book**

5. **Date(s) your program began**

____

Date(s) your program ended

____

MANDATORY STATISTICS

6. **Number of FTE involved in your Program** _____
Number of Adult Volunteers Involved _____
Number of Youth Volunteers Involved _____

7. **Total number of volunteer hours contributed to the program** _____

8. Total number of meetings, special events programs etc. held during your Arizona Reading Program _____

Programs (definition): are any activity which informs, educates, motivates or entertains children, while promoting library use.

Total number of children and adults attending each event (estimate is okay)

i _____
ii _____
iii _____
iv _____
v _____
vi _____
vii _____
viii _____
ix _____
x _____
xi _____
xii _____

(Continue your list on the back of this page, if necessary).

9. Were any special needs children involved in your program?

Yes ☐ No ☐

If yes, please explain:

_____
_____
_____
_____
_____

OPTIONAL COMMENTS

6. **Was staffing adequate to support your program?**

More than adequate ☐
Adequate ☐
Inadequate ☐

8. **Please describe one of your most successful programs**

_____
_____
_____
_____
_____

Please list local sponsors of your program:

_____
_____
_____
_____
_____

BEST COPY AVAILABLE

MANDATORY STATISTICS **OPTIONAL COMMENTS**

PROGRAM BUDGET

10. Overall program budget for all library programs in 1997 $________

11. Your local budget for ARP Program $________

Contribution by Friends of Library $________

Amount contributed by other sources $________

Total ARP program budget $________

11. How would you rate the adequacy of of your ARP budget? (Please check one)

More than adequate ☐

Adequate ☐

Inadequate ☐

****

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us these items are displayed at the annual Arizona Reading Program Workshop in October.

Thank you for your participation in this survey.

An optional questionnaire regarding the ARP manual and promotional items follows.

BEST COPY AVAILABLE

EVALUATION OF ARIZONA READING PROGRAM MANUAL AND PROMOTIONAL ITEMS

1. How would you rate the Arizona Reading Program manual?

Useful ☐ Somewhat useful ☐ Not useful ☐

What suggestions do you have for improving the manual? ______________________________

____

____

What difference does the manual for the Arizona Reading Program make to your library? ____________

____

____

2. How would you rate the other materials provided by the Arizona Department of Library, Archives and Public Records.

Free Items	Useful	Somewhat Useful	Not Useful
Activity Sheets	☐	☐	☐
Bags	☐	☐	☐
Pencils	☐	☐	☐
Clip Art	☐	☐	☐
Reading Records	☐	☐	☐
Posters	☐	☐	☐

Cost Items	Useful	Somewhat Useful	Not Useful
Die Cut Bookmarks	☐	☐	☐
Canvas Bag	☐	☐	☐
Badges	☐	☐	☐
Lazer glasses	☐	☐	☐
Star erasers	☐	☐	☐
Stickers	☐	☐	☐
T-shirts	☐	☐	☐

What suggestions do you have for improving these materials provided by the Arizona Department of Library, Archives and Public Records?

What difference does the availability of these materials make to your library?

3. What themes would you like to propose for future ARP programs?

* * *

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us these items are displayed at the annual Arizona Reading Program Workshop in October.

Thank you for your participation and evaluation of the 1997 Arizona Reading Program. In addition, your interest in the improvement of libraries in Arizona is greatly appreciated.